

# TOJRAS

The Online Journal of Recreation and Sport

## The Online Journal of Recreation and Sport

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Editor-in-Chief

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TOJRAS, Editors

Ankara-Turkey

## Message from the Editors

TOJRAS welcomes you...

We are happy to inform you that the first issue of TOJRAS has been published.

"The Online Journal of Recreation and Sport (TOJRAS)" is an online journal for scientists, academics, teachers, sport professionals and educators. TOJRAS promotes the development and dissemination of theoretical knowledge conceptual research and professional knowledge.

The Online Journal of Recreation and Sport (TOJRAS) diffuse the scientific knowledge and researches among academicians and lead to development in academia.

Without the authors TOJRAS would of course have been impossible. I would like to sincerely thank all of authors for sharing their articles.

Thank you...

**01.01.2012**

**Prof. Dr. Erdal ZORBA**

Editor-in-Chief

I am very pleased to publish first issue in 2012. As an editor of The Online Journal of Recreation and Sport (TOJRAS), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board.

**01.01.2012**

**Assoc. Prof. Dr. Metin YAMAN**

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**Table of Contents**

<i>COMPARISON OF THE EFFECTS OF DIFFERENT TRAINING METHODS ON ARYLESTERASE ACTIVITY AND PARAOXONASE ACTIVITY LEVELS IN HOT ENVIRONMENT</i>	
<i>Murat TAŞ, Erdal ZORBA, Metin YAMAN</i>	1
<i>GLOBAL OVERVIEW OF TAFISA MEMBER ORGANIZATIONS</i>	
<i>Yoshida TOMOHIKO, Yamaguchi YASUO, Tamazawa MASANORI, Shibuya SHIGEKI, Yamaguchi SHIRO</i>	9
<i>GOAL ORIENTATION, MOTIVATIONAL CLIMATE AND SELF-ESTEEM IN BOXERS</i>	
<i>Eylem GENÇER</i>	17
<i>PRECISION-THROWING SPORTS WITH A MEANINGFUL CROSS-CULTURAL AND CROSS-COUNTRY POTENTIAL: INTERNATIONAL JUKSKEI AND HORSESHOE PITCHING</i>	
<i>Gerrie J JACOBS, Melanie JACOBS, Gieliana BOSHOFF</i>	31
<i>REPRESENTATION OF SPORTS AND RECREATIONAL ACTIVITIES IN PRIMARY SCHOOL ENGLISH LANGUAGE COURSEBOOKS</i>	
<i>Mehmet Galip ZORBA, Arda ARIKAN</i>	39
<i>EFFECTS OF RECREATION SERVICES OFFERED BY LOCAL GOVERNMENT ON QUALITY OF LIFE: A FACTOR ANALYSIS APPLICATION</i>	
<i>Sibel ARSLAN, Mutlu TÜRKMEN</i>	46
<i>THE POSITION OF EXERCISE IN TODAY'S LEISURE TIME ACTIVITIES</i>	
<i>Velittin BALCI, Seçkin DOĞANER</i>	53

# COMPARISON OF THE EFFECTS OF DIFFERENT TRAINING METHODS ON ARYLESTERASE ACTIVITY AND PARAOXONASE ACTIVITY LEVELS IN HOT ENVIRONMENT

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## Abstract

The aim of this study was compare of different training method in hot environment to find which one of these methods more efficient on glutathione and malondialdehyde levels. Thirty voluntary male students whose average is participated in this study. None of the subjects had performed regular exercise. Study group were divided into two groups as continuous runnings (n=15) and interval runnings (n=15). The training program was carried out on training groups three times a week during 8 weeks. Blood samples collected at before and after the trainings during 8 weeks, were analysed for the determination of Arylesterase Activity (ARE) and Paraoxonase Activity (PON).

According to results of study, PON levels decreased in interval run group before and after the training, but this decrease was not significant as a statistically, in ARE in terms of ( $P<0.01$ ) there was a significant decrease, in terms of ( $P<0.05$ ) between before training and after training level of continuous runnig group there was a significant difference in PON, although ARE level have no difference as statistically. According to different training methods in heating area pre and last test results are compared in terms of antioxidant level and we cannot find any statistical difference.

As a result; it can be said type and duration of training characteristics of subjects an climatical conditions effects the glutathione and malondialdehyde levels of the subjects.

**Key Words:** Hot environment, Endurance training, Arylesterase Activity, Paraoxonase Activity

## INTRODUCTION

Regular exercising is a protective factor against coronary heart diseases and diabetes (Ma et. al. 2003; Powers et. al. 2002). It improves antioxidant system, leads to significant changes in LDL and HDL composition (Benitez et. al. 2002) <sup>3</sup>. Paraoxonase (PON) enzyme also acts as an antioxidant due to its protective effect on LDL oxidation and neutrolizing effect on other radicals including hydrogen peroxide (Çelik et. al. 2005).

Blood accumulation in cutaneous and subcutaneous areas during exercises done in the hot does not cause a problem in mild or moderate exercises. However blood distribution and fluid loss through sweating lead to severe heat injury risk in long-standing exercises (Ünal 2002).

Magnitude of the oxidative injury that may occur during physical exercises is determined by not only free radical production but also defense capacity of antioxidants (Selçuk 2003).

The effects of climate change are evident in every aspect of our lives. Increased temperatures associated with climate change may exacerbate the negative effects of outdoor sporting activities. The pre-season preparation period of many sports generally coincides with the summer months. Depending on the climatic conditions of this season, training carried in hot weather increases the importance of the issue. These training programs specifically include exercises that improve endurance. These endurance exercises use a range of different training models, which often use interval and continuous running methods. Also, the effects of the interval and continuous running methods on the antioxidants and oxidative stress, two of the physiological changes occurring in our body, in hot weather are subjects of debate (Tas 2011).

In the light of these data, the aim of this study is to compare the effect of continuous conditions and interval conditions model among the exercising methods for endurance done in hot environments, that should be developed during general preparation period on arylesterase (ARE) and paraoxonase (PON) activities and to evaluate the obtained data in the light of literature.

## **Materials and Methods**

### **Subject Selection:**

30 male students from Ataturk University Physical Education and Sports School participated in this study. The subjects were categorized into 2 groups, termed continuous running (CRG, n:15) and interval running (IRG, n:15). The subjects trained for three days per week for 8 weeks in a hyperthermic environment in which the average temperature was 29–34°C. The training was carried out on the athletic field of Ataturk University Physical Education and Sports School.

The body weights of the subjects were measured (barefooted, wearing t-shirt and tights using a bascule with 0.01 kg sensitivity. Weather temperature and humidity were taken from official data from the Erzurum Provincial Directorate of State Meteorology.

### **Exercise Program:**

The target number of heart beats of the subjects in the continuous running group was determined by means of the Karvonen method (Özer 2006) and the subjects followed 25 to 60-minute duration running exercises with 50-70% intensity on three days per week for 8 weeks. The maximal running times over distances of 250 m, 400 m, 650 m and 900 m were determined for each subject, and a



common interval training program was applied at 250, 400, 650 and 900 m; subjects were required to run using pyramidal loading method at an intensity of 60-80% (250, 400, 650, 900, 650, 400 and 250 m). The interval-training group also exercised for 3 days per week for 8 weeks. The exercise was applied until the heart rate reduced to 120-130 between the loadings. In order to make the subjects adapt to the training, the interval training program was applied as 1 set for the first two weeks, 2 sets from the third week to the seventh week and 3 sets in the last two weeks. Both groups completed warm up exercises for 5-10 minutes before starting the training and 5-10 minutes of cooling down exercises after the training.

#### **Blood analysis:**

Blood samples were taken both 2 days before and 2 days after the two different training programs, each of which lasted 8 weeks, for comparison. The samples were taken into normal biochemistry and ETDA tubes. The samples taken into the ETDA tubes were inverted 3-5 times. After the samples in the biochemistry tubes were left at room temperature for 20 minutes, they were stored at -80°C prior to analysis. For the analysis, the samples were centrifuged at 3500 rpm for 5 minutes to precipitate the shaped particles (Gülçin et. al. 2009; Şentürk et. al. 2008). For paraoxonase activity, absorbances were read at 37 °C, 412 nm for 5 min at microplate reader. After reading had been finished, absorbance change emerging from hydrolysis product, p-nitrophenol ( $\Delta A/\text{min}$ ) was recorded.

Paraoxonase activity was calculated using the following Formula (Karakoç 2008; Gülcü 2003).

$$\text{U/mL (nmol/min/mL)} = (\Delta A/\text{min} \times 10^9 / \epsilon) \times \text{SF}$$

Measurement of arylesterase activity was used by diluting serum samples so as to be total 400 fold in reaction environment. 1410  $\mu\text{L}$  buffer + 40  $\mu\text{L}$  phenylacetate solution were added into a clean quartz cuvette. The cuvette was turned upside down, absorbance of the device was reset at 270 nm by placing into spectrophotometer (device was blinded). 1265  $\mu\text{L}$  buffer + 145  $\mu\text{L}$  sample (diluted in the ratio of 1/40) + 40  $\mu\text{L}$  phenylacetate solution was added, cuvette was turned upside down. Minut phenol formation absorbance was measured by recording absorbance increase at 270 nm. 1 unit was stated as the amount of enzyme converting 1  $\mu\text{mol}$  phenylacetate to product per minute. ARE activity was calculated using molar absorbtivity coefficient 1310 ( $\epsilon$ ) (Karakoç 2008; Gülcü 2003).

#### **Statistical Analysis:**

The data analysis was carried out using the SPSS (version 15.0) statistical analysis program. The arithmetic averages and the standard deviations of the data were calculated and given as descriptive statistics. The Mann-Whitney U test, which is a nonparametric test, was used to examine the differences between independent groups, and the Wilcoxon test, which is a nonparametric test, was used to examine the differences between the dependent groups. Values of  $p < 0.01$  and  $p < 0.05$  were taken as the significance level

## Results

In this study carried out with the aim of comparing the effects of different endurance exercising methods (interval and continuous running) on arylesterase activity and paraoxonase activity levels under mean temperature of  $29,40 \pm 1,49^\circ\text{C}$  or mean humidity of  $\%50,71 \pm 8,46$ , mean ages of the subjects were found as  $22,73 \pm 3,51$  years and  $24,27 \pm 2,71$  years in continuous runnings and interval runnings, respectively. Pre-test and post-test  $\text{maxVO}_2$  values of the subjects were  $31,73 \pm 3,10$ – $44,41 \pm 4,68$  ml/kg/min in continuous running group and  $31,95 \pm 3,28$ – $44,99 \pm 6,08$  ml/kg/min in interval running group and when pre and post-training  $\text{maxVO}_2$  values were compared, while a statistically significant difference was detected in continuous and interval running group ( $p < 0.01$ ), a significant difference was not observed in comparison of pre and post-tests between groups.

Table 1: Comparison of PON and ARE pre-post test in interval running group

Variables	IRG				Z
	PRE-TEST		POST-TEST		
	X	SS	X	SS	
ARE (U/mL)	73,25	19,36	60,01	20,86	<b>-3,107*</b>
PON (U/mL)	232,66	86,05	217,16	74,74	-1,392

ARE: Arylesterase activity, PON: Paraoxonase activity, IRG: Interval running group \*( $P < 0.01$ )

In interval running training, while a reduction is seen in PON values before and after the training although statistically insignificant, a significant reduction is seen in ARE compared to PON ( $p < 0.01$ ) (Table 1).

Table 2: Comparison of PON and ARE pre-post test in continuous running group

Variables	CRG				Z
	PRE-TEST		POST-TEST		
	X	SS	X	SS	
ARE (U/mL)	80,37	21,66	72,58	25,56	-1,193
PON (U/mL)	210,47	77,47	183,83	69,60	<b>-2,442**</b>

ARE: Arylesterase activity, PON: Paraoxonase activity, CRG: Continuous running group \*\* $P < 0.05$ )

In continuous running training performed in a hot environment, while a significant difference was found between pre and post-training values of PON ( $p < 0.05$ ), a statistically significant difference was not found in ARE (Table 2).

Table 3. Comparison of pre-post test antioxidant values of interval and continuous running trainings

Variables									Z	
	IRG ( PRE-TEST)		CRG ( PRE-TEST)		Z	IRG ( POST-TEST)		CRG ( POST-TEST)		
	X	SS	X	SS		X	SS	X		SS
<b>ARE</b> (U/mL)	73,25	19,36	80,37	21,66	-.602	60,01	20,86	72,58	25,56	-1,246
<b>PON</b> (U/mL)	232,66	86,05	210,47	77,47	-.456	217,16	74,74	183,83	69,60	-1,141

ARE: Arylesterase activity, PON: Paraoxonase activity, IRG: Interval running group, CRG: Continuous running group

ARE and PON values were compared according to pre-post test results of different training methods in a hot environment and a statistically significant difference was not seen between groups (Table 3).

#### DISCUSSION AND CONCLUSION

Proteins on HDL show enzymatic activity (usually hydrolytic). In the controlled study of Durrington et al. conducted with the aim of realizing the hypothesis that PON is responsible for degrading lipid peroxides before accumulation on LDL occurs, they observed that purified PON was highly effective for preventing lipid peroxidation of LDL (Durrington et. al. 2002).

Arslan et al. detected an elevation in PON activity after regular exercise they applied, in conclusion, high serum PON activity levels were shown to reduce cardiovascular disease risk and prevented elimination of beneficial lipoprotein profile, in addition that study indicated that elevated PON activity following regular exercising was associated with HDL levels. They reported that the reason for this elevation in PON activity was evaluated as the response of the organism against oxidative stress developing during exercise (Arslan et. al. 2005).

Tomas et al. reported that PON activity reduced before aerobic exercise applied to 17 healthy young volunteers for 16 weeks and a statistically significant elevation occurred after the exercise (Tomas et. al. 2002).

Global antioxidant activity developed with exercise studies may indirectly reduce PON inhibition caused by acute exercise effect oxidative stress and as the result, basal levels of PON

activity may be obtained in trained conditions. Besides these effects, exercise study may directly affect PON protein or PON transporting lipoprotein. PON enzyme is mainly related with HDL. However, there is not a correlation between HDL levels and PON activity in exercising group or control group at any time point. Thus, they reported that HDL changes is not likely to explain changes in PON activity (Tomas et. al. 2002).

In another study, well trained rugby (American football) players with high PON activities and sedentary individuals with low PON levels were compared. However they reported that making a comparison got difficult as the values were quite different (Brites et. al. 2000).

Brites et al. compared PON values of 18 sportsmen and 18 sedentary individuals following a 2-week exercising program 24 hours at each. When an assessment was done without taking polymorphism into consideration, they found no significant differences between exercising and sedentary individuals (Brites et. al. 2006).

Following a 4-week exercising at a constant temperature of  $23 \pm 2^{\circ}\text{C}$ , Demirayak reported a reduction in PON activity of both exercise and control group although insignificant (Demirayak 2007).

In the study conducted in hot environment, a reduction was shown in PON values of both interval and continuous running groups however the reduction in continuous running group was found to be statistically significant, no significant difference was seen when groups were compared. As the result of this reduction in continuous running group, it may be stated that lipid peroxidation and LDL increased and led to cell injury and this arised from reduction in PON activity caused by elevation in MDA values of continuous running group.

ARE is accepted as the indicator of the main protein that is not affected from changes in PON (Çelik et. al. 2005).

In a study of Goldhammer et al., serum ARE activities of 37 patients with ischemic heart diseases were measured following a 12-week exercise program and ARE level was seen to increase 16,7% compared to pre-exercise program (Goldhammer et. al. 2007).

Arslan et al. reported no difference in ARE activity following regular and acute exercise (Arslan et. al. 2005).

Brites et al. compared ARE activities of 18 sportsmen and 18 sedentary individuals following a 2-week exercise program 24 hours at each. They reported no changes in ARE values between exercising or sedentary individuals (Brites et. al. 2006).

Demirayak reported a reduction in tissue activities of the group that exercised for 4 weeks at  $23 \pm 2^{\circ}\text{C}$  constant temperature although insignificant, ARE activities of exercising group reduced

significantly in liver, kidney and heart tissues, in conclusion enzyme expression could have reduced by rat metabolisms' adapting to exercise following one month exercise program and that could lead to a reduction in ARE enzyme activity (Demirayak 2007).

In some studies, while ARE activities are seen not to change following regular exercise (Arslan et. al. 2005; Brites et. al. 2006), they are seen to elevate in some others (Goldhammer et. al. 2007).

In this study conducted at a temperature of  $29,40 \pm 1,49^{\circ}\text{C}$ , and humidity of  $50,71 \pm 8,46$ , ARE values of both interval and continuous running groups were seen to reduce however the reduction in interval running group was seen to be statistically significant and no significant differences were found when groups were compared. This reduction in interval running group may be stated to arise from thermal stress's reducing enzyme activities (Demirayak 2007).

In conclusion, it was considered that type, duration and intensity of training programs, type of the subjects, durations of pre and post-program measurements, methods' to be different and conducting the research in different environments are effective on antioxidant levels of the subjects.

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## GLOBAL OVERVIEW OF TAFISA MEMBER ORGANIZATIONS

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“TAFISA Active World 2011 – The Global Almanac on Sport for All” aims to detail information about the sport structures and the organizations which promote Sport for All and physical activities in TAFISA member countries. This Almanac helps to strengthen the bond amongst the TAFISA members and the global Sport for All Movement. It contains the information obtained from 78 organizations in 57 countries and regions.

In cooperation with TAFISA, the global survey was held by Sasakawa Sports Foundation, a member organization of TAFISA in Japan, and supervised by Dr. Yamaguchi, a TAFISA Board Member. A questionnaire survey was conducted to all 202 member organizations of TAFISA, as of October 2010, by the internet and e-mail. The web-questionnaire was launched in October of 2010. Completed questionnaires were returned from November of 2010 through March of 2011. E-mails were sent every month until the final deadline to remind those organizations who had not yet returned a questionnaire. For those organizations that were not possible to reach by email, the questionnaire was sent by either fax or post mail.

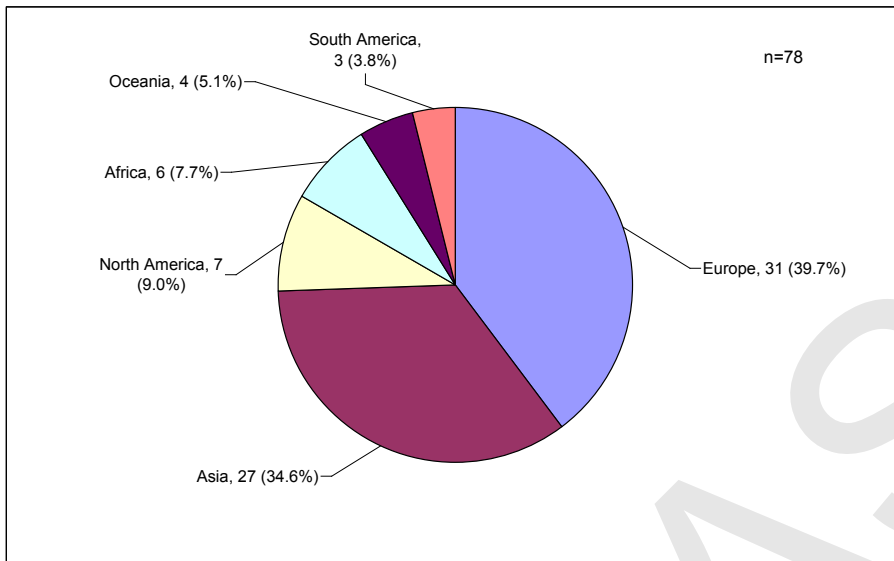
The purpose of the survey was to obtain a comprehensive view of the factors of Sport for All in the member countries. The result is expected to encourage exchange of information and foster interactive networks amongst the TAFISA member organizations to advance further international Sport for All movement in the future.

### Findings

Findings show the status of Sport for All in their countries, and the profile of the organizations including their activities, annual budget scale, number of staffs and period of membership with TAFISA. The major findings here reflect the main categories of the questionnaire for the organization profiles.

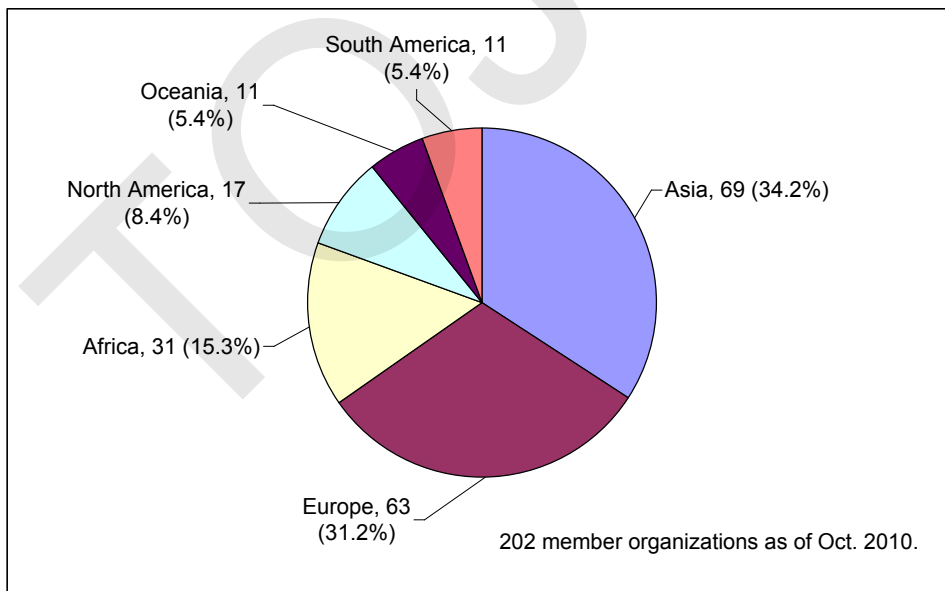
Of the 202 TAFISA member organizations, 78 returned a completed questionnaire, 38.6 percent return rate. Included in this data set, were 31 European organizations, 27 Asian organizations, 7 North

American organizations, 6 African organizations, 4 Oceania organizations, and 3 South American organizations, respectively (Figure 1).



**Figure1. Segmentation of the 78 answered organizations by continent.**

It almost reflects the percentage of all TAFISA member organizations in each continent. One-third is composed of the organizations from Asia and another one-third is from Europe. Mixture of the organizations from four other continents makes up the rest of the third. This demonstrates the survey could be considered as an epitome of the affiliated members. (Figure2)

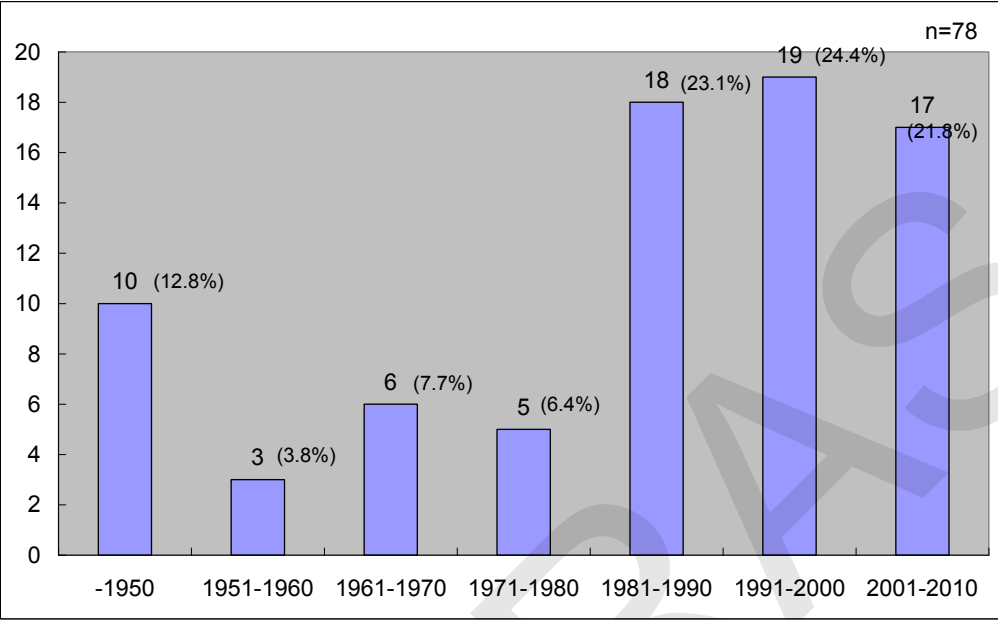


**Figure2. TAFISA affiliated member by continent**

**The Year of Establishment**



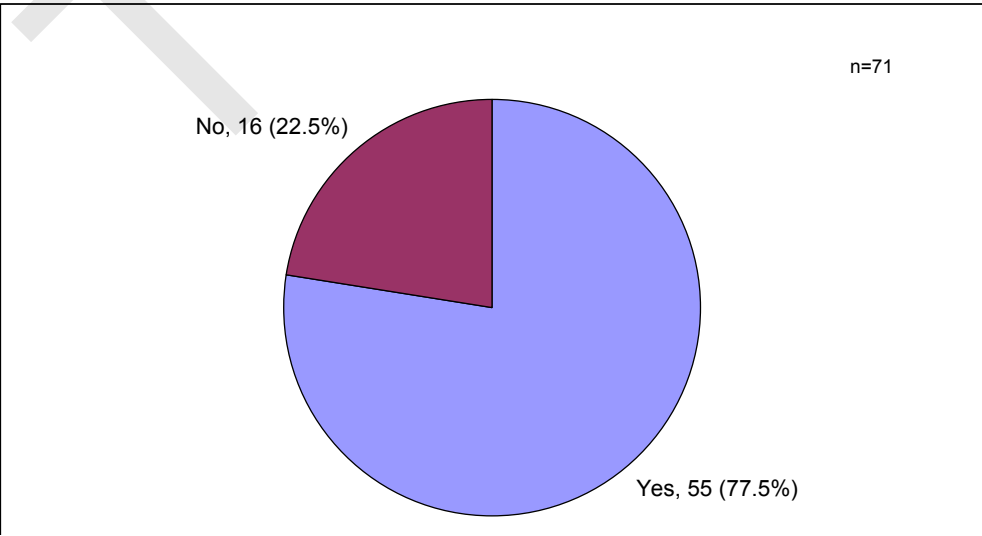
Figure 3 shows the year of establishment of the answered organizations. About 70% of them were established after 1980's. This could be thought as the European Sport for All Charter in 1975 backed up the establishment of new organizations. In addition, establishment of TAFISA itself in 1991 supported to boost the Sport for All Movement all over the world.



**Figure3. The year of establishment.**

**Sport for All Priority**

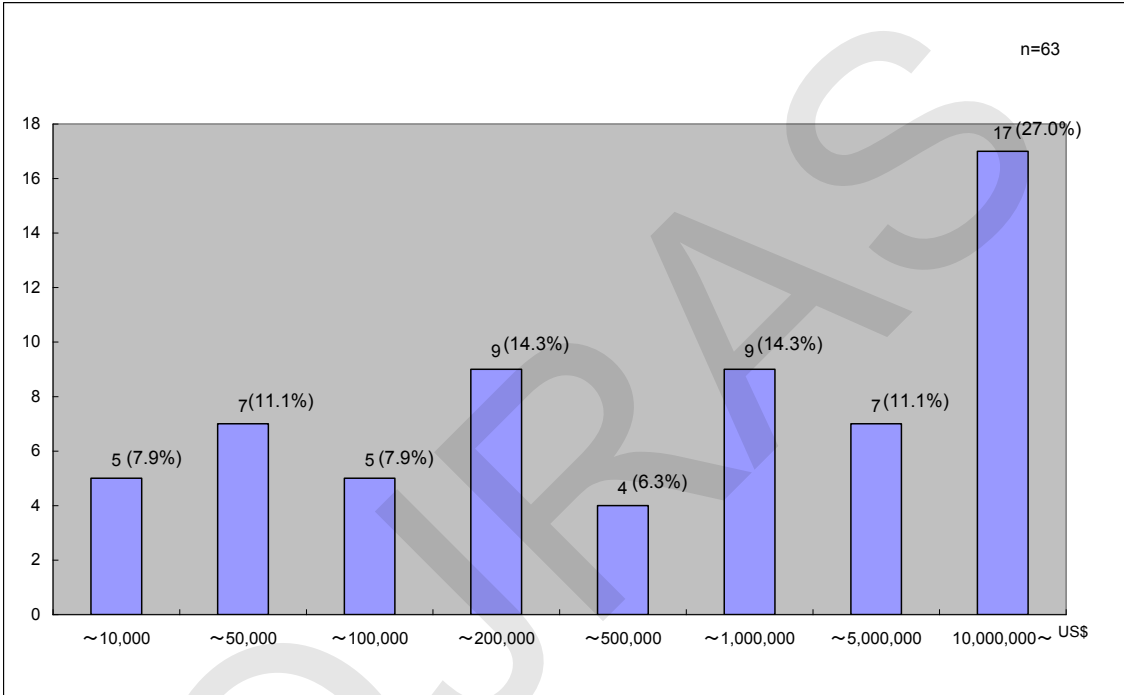
The member organizations were asked “Is Sport for All the main objective/mission of your organization?”. (Figure 4) Nearly 80% of them answered that it is their main objective/mission to promote Sport for All in their country. Sport for All is not a top priority for the rest of the members but this is because they are governments, NOCs, International Federations, etc., which are promoting elite sport and others as well.



**Figure4. Sport for All priority**

**Budget in 2010**

Figure 5 shows the budget scale in 2010. Budget scale amongst the member organizations varied greatly from under US\$10,000 to over US\$10million. The organizations that do NOT only promote Sport for All tend to have a larger amount of budget.

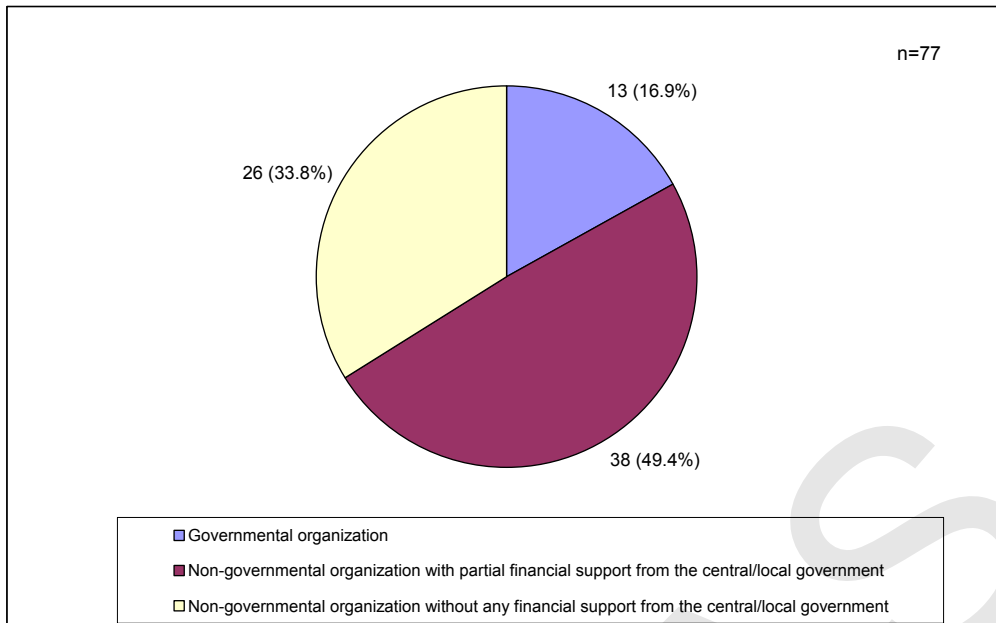


**Figure5. Budget in 2010**

Currency conversion rate to US dollar is based on the rate as of 15<sup>th</sup> December 2010, which was the 2<sup>nd</sup> deadline of submission of the survey.

**Organization Status**

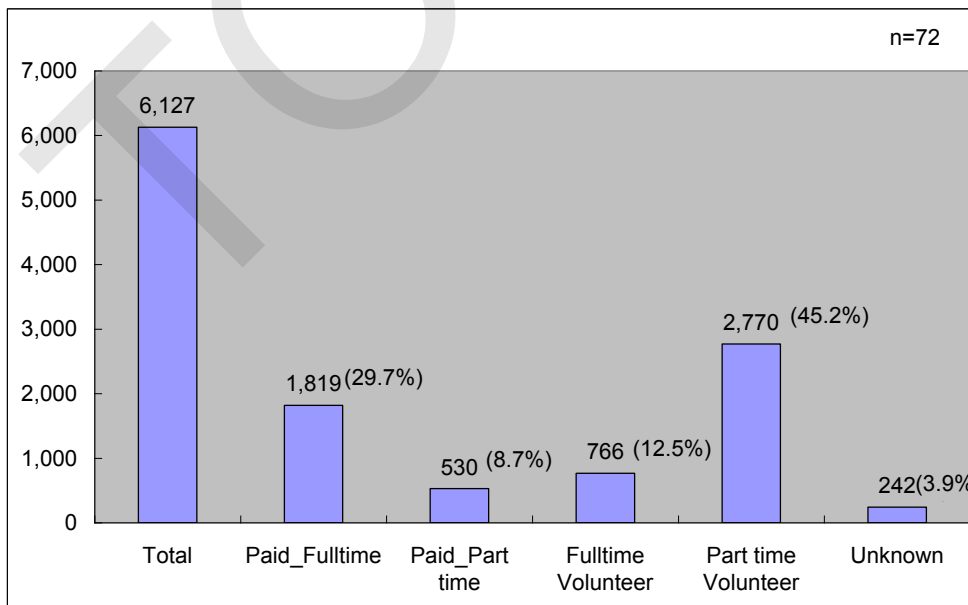
The member organizations were asked their organization status whether it is “Governmental Organization” or “Non-governmental organization with partial financial support from the central/local government” or “Non-governmental organization without any financial support from the central/local government”. (Figure 6) Thirteen out of 77 answered organizations are Governmental organization. Regardless of its financial support from the government, 64 organizations are Non-governmental.



**Figure6. Organization status**

**Number of Staffs**

Figure 7 shows the number of staffs including their board of directors who work for the member organizations. In total, there are 6,127 people engaging as either “Paid Fulltime”, “Paid Part time”, “Fulltime Volunteer”, and “Part time Volunteer”. Of 1,819 “Paid Fulltime”, 816(44.0%) are employed by thirteen “Governmental organizations” shown above in Figure 6, while 907(49.9%) are fulltime paid staff at Non-governmental organizations with partial funded by national or local government. More than 3,000 people are supporting as volunteer, and they are taking important role to administrate the sport organizations.



**Figure7. Number of staffs including board members.**

### Partnership with TAFISA

The member organizations were asked “Since when has your organization been a member of TAFISA?”. (Figure 8) Thirteen organizations are affiliated with TAFISA since its official establishment in 1991. Almost one-third of the answered organizations have been a member from 2006. The recent TAFISA initiatives such as Sport for All Games in Busan (2008), Certified Leadership Course, as known as CLC, could be thought as a hook to become a new member.

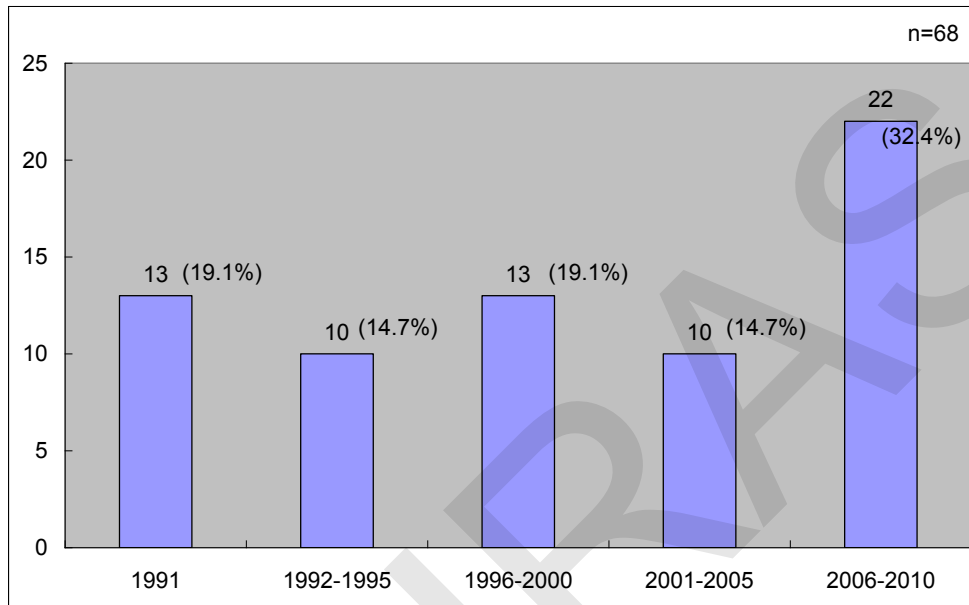
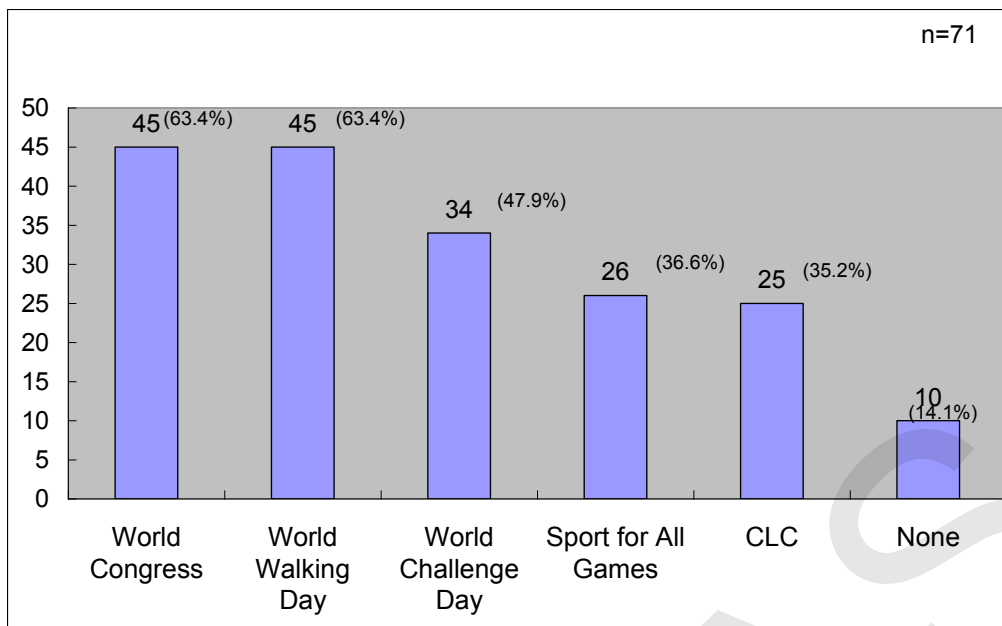


Figure8. Partnership with TAFISA

### TAFISA Events

Figure 9 shows the number of organizations who have participated in any of the TAFISA major events (multiple answers). The World Congress and the World Walking Day got the best majority of participation, followed by the World Challenge Day, Sport for All Games including the former “Traditional Sports and Games Festival”, and CLC.



**Figure9. TAFISA events.**

“Sport for All Games” includes the former “TAFISA Traditional Sport sand Games Festival” which was held in Bonn (1992), Bangkok (1996), and Hanover (2000).

## Conclusion

The number of answered organizations is almost as similar proportion as all 202 TAFISA members when they were divided into continents. This suggests that the survey is an epitome of a whole members and the Almanac is a proper tool for comprehensive understanding of the member organization status.

It could be presumed that the establishment of Sport for All organizations was first backed up by adoption of the European Sport for All Charter in 1975. Then, the official establishment of TAFISA in 1991 helped to boost the Sport for All movement. Thirty six (46.2%) out of 78 answered organizations were established after 1991. Many of the countries sympathized with the ideal of promoting Sport for All as people became physically inactive and started considering health-enhancing physical activities for preventing obesity and other diet related chronic diseases.

There is a variety of budget scales amongst the member organizations from US\$5,000 to over US\$10million. The governments and NOCs, International Federations which are promoting not only Sport for All but elite sport and others as well tend to have a larger amount of budget.

Sixty four organizations, 83.1 percent, are Non-governmental organization. However, 38 of them are partially funded by the national or local government. This indicates that Sport for All is well acknowledged and understood by their governments.

There are 6,127 people engaging in Sport for All as either paid staff or volunteer. Of all 1,819 fulltime paid employee, 816 in Governmental organizations, 907 in NGOs with financial support from governments, 96 in NGOs without any financial support from governments, respectively. One of the strongest trends to emerge from this survey is that the volunteers are taking significant role within the member organizations. More than 3,000 volunteers are supporting their activities in over 50 countries.

The current initiatives by TAFISA such as Sport for All Games known as Trex Games in Busan 2008 and the Certified Leadership Course (CLC) encouraged new TAFISA members. Merging IANOS (International Assembly of National Organizations of Sport) was also thought as an epoch for enlargement of TAFISA. It could be expected to have more organizations to become a member as TAFISA expands its activities with regional bodies to advance the importance and benefit of the physical activity.

In five major TAFISA world events, the World Congress and the World Walking Day are the most participated events amongst the answered organizations. Ten organizations answered they have not taken part in any of them. This could be thought whether “some of them are relatively new members” or “the person who answered the questionnaire him/herself is not much familiar with TAFISA events for some reason”.

There is much to be learned from a general perspective, however, the real power of these data need to be extracted for the global strategy of TAFISA. An answer-by-answer analysis would provide valuable guidance toward Active World in terms of understanding the organization status in each country.

It is also important and necessary to keep updating the each TAFISA member contact details so that the survey of this kind would be conducted much smoothly. It would be beneficial for this questionnaire to be distributed by using social networks such as Facebook in order to increase the size of the database, thus providing valid and reliable data.

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## GOAL ORIENTATION, MOTIVATIONAL CLIMATE AND SELF-ESTEEM IN BOXERS

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**Abstract** This research has been carried out to determine the relationship between goal orientation, motivational climate and self-esteem in boxers and whether being national and age have effect on these concepts. The research sample consist of 48 male boxers (15 national, 33 non-national) participated in Universities Boxing Championship in 2011 whose mean age  $21.14 \pm 1.73$ . The Task and Ego Orientation in Sport Questionnaire, The Perceived Motivational Climate Questionnaire and Rosenberg Self-esteem scale were used to gather the data. The data were analyzed by using the techniques such as descriptive statistics, bivariate correlation and Mann Whitney U test. Results showed that boxers are task oriented and perceive the motivational climate as mastery climate, national boxers' ego orientation, task orientation, performance climate, mastery climate and self-esteem scores are higher than non-national boxers, there is no significant relationship between boxers' goal orientation, motivational climate and age, there is high, positive and significant relationship between ego orientation and task orientation ( $r=0.789$ ,  $p<0.01$ ), there is medium, positive and significant relationship between ego orientation and performance climate ( $r=0.593$ ,  $p<0.01$ ), there is medium, positive and significant relationship between ego orientation and mastery climate ( $r=0.676$ ,  $p<0.01$ ), there is medium, positive and significant relationship between task orientation and performance climate ( $r=0.516$ ,  $p<0.01$ ), there is high, positive and significant relationship between task orientation and mastery climate ( $r=0.803$ ,  $p<0.01$ ), there is medium, positive and significant relationship between self-esteem and ego orientation ( $r=0.357$ ,  $p<0.05$ ), there is medium, positive and significant relationship between self-esteem and task orientation ( $r=0.502$ ,  $p<0.01$ ), there is low, positive and significant relationship between self-esteem and performance climate ( $r=0.299$ ,  $p<0.05$ ), there is medium, positive and significant relationship between self-esteem and mastery climate ( $r=0.556$ ,  $p<0.01$ ).

**Keywords:** Boxing, goal orientation, motivational climate, self-esteem.

### INTRODUCTION

In our day, achievements made and failures incurred in various branches of sports are attributed to many reasons. These reasons include physiological as well as psychological factors (Asci, Ariburun, 2005).

Motivation which is defined as a desire that mobilizes and directs human behaviour (Tiryaki, 2000) is one of the oldest fields of study of psychology. The concept of motivation which has been dealt with from different points of view within the course of historical development have been recently examined within the framework of social cognitive theories. The theory of the goal of success is one of the fundamental approaches within the body of social cognitive theories that explain motivation for success in sports and exercise environments (Weinberg, Gould, 1995).

Goal orientation refers to the fact that people are in relationship with various goals and activities in order to obtain the sense of achievement that arises from attainment of goals. People orient themselves towards various types of goals in order to experience the sense of achievement (Toros, 2001). The value of the sense of achievement experienced as a result of attaining the goals shall be judged according to the degree of achievement of the goals by the sportsman (Nicholls, Cheung, Lauer and Pastascnick, 1989). Sense of goal orientation or failure is related to the goal orientation of the sportsman. Success determines the goal orientation when compared to the person and others (Nicholls, 1984).

According to the theory of goal orientation the individuals wish to exhibit the abilities that they have. Individual differences step in at this point and the form of displaying one's abilities differ from individual to individual (Üngür, 2009). The theory of goal orientation which was proposed as a general theoretical framework by Nicholls has been adapted to the field of sports by Duda (1989). Duda (Duda 1989a, 1989b, Duda and White, 1982) has asserted that the structure of goal that may be observed in the sportsmen may be evaluated in two broad and interrelated dimensions called "task" and "ego" oriented goals. The dimensions of success related to task and ego are separate but interrelated areas under the scope of goal orientation (Toros, 2004).

The approach called "Goal of success" emphasizes the importance of dealing with the fundamental goals of success. According to the "goal of success" approach there are two fundamental styles in attaining and achieving the goals (Nicholls, 1992).

These two goal orientations called "task" and "ego" oriented goal orientations are related to the self-judgement of individuals in terms of their level of abilities. An individual who has task-oriented goals focuses on such factors as development of skills, learning new skills, demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort (Duda, 1993).

Among these goal orientations, those sportsmen who have task oriented goals consider the competitions as a chance factor to develop their sportive skills, if their task orientation is high. The better the competitor, the more performance the sportsman will have to show (Duda, 2005). Stephens and Bredemeier (1995) have stated that the sportsmen who have a high task orientation see themselves as skillful and are happy to participate in a branch of sports. Sportsmen who adopt task-oriented goals attribute priority to the development of skills, learning, gaining mastery in the performance of tasks, team harmony and cooperation. Some researchers have stated that task related goal orientation has a positive relationship with the sense of satisfaction, enjoyment and being internally interested in sports (Duda and colleagues, 1992, Vazou, Ntoumanis and Duda, 2005).



There are ego oriented goals in the second dimension of goal orientation. Such aspirations like being the best, being superior to others and pursuing the results are basic features of these goals. It may be said that such internal factors as sense of superiority and inferiority complex direct the behaviour of individuals in this context. For that reason individuals consider it as a disaster to be less successful than the superior and consequently attribute a basic priority to personal success. Not the process itself but the result of the process is important for individuals who attribute priority to the goals directed towards ego (Toros, Yetim 2000).

According to Jagacinski and Nicholls (1984) two independent dimensions of goal orientation exist in every sportsman and the degree to which every dimension shows itself is the goal orientation of the sportsman. In these two independent dimensions such combinations may exist as task/high-ego/high, task/high-ego/low, task/low-ego/high and task/low-ego/low. The degree to which the sportsman has goal orientations in the form of ego orientation and task orientation requires the evaluation and judgement of a form of life (Toros 2002). A teacher, parent or coach motivates the sportsman towards goal orientation by letting him/her feel definite hints and rewards. Such questions as "How was your performance?" and "Did you win?" asked by family members to a child upon his return to home after the game are hints for the value attributed by the sportsman to definite purpose (Toros, Koruc, 2005).

While goal orientation for success is related to irregular features, perceived motivational climate which is the second dimension of goal orientation for success is a situational phenomenon. Perceived motivational climate is based on the perceptions of individuals related to what the teacher, family, coach or any other prominent person supports or expects. Similar to goal orientations, environments may be classified as task related or ego related. In order to avoid confusion, these environments shall be named mastery-related and performance-related climates respectively (Memanus, 2004). Whether the character and structural features of team experiences made during motivation of sportsmen are active is a feature that must be examined from the point of view of motivational climate. In other words, our subject is the investigation of in what forms the goal structure of success environment influences the motivation of individual sportsmen and coaches. Shortly, the environments in which learning, skill development and evaluation of activities by the individuals take place must be taken up (Toros, 2001).

According to Roberts and Treasure (1995), another factor that contributes to the goals of sports and the performance related thereto is the perceived motivational climate in which the sportsman finds himself/ herself. A sports environment does not only mean different coaching and coaching behaviour. At the same time, coaches, managers, families and spectators form such a climate by means of explicit and implicit reinforcements (Toros, 2005).

Motivational climate contains various features like level of competition, styles of directives, and the influence of prominent persons on the team culture. Motivational climate means how the coaching environment is perceived. There are two different motivational climates in a sports environment. The first one is the mastery climate that supports learning and making physical exercises involving development of skills. The second one is the performance climate that facilitates focusing on the abilities and achievements of the competitor and reinforces such features as being a star and defeating the competitor (Roberts, Ommundsen 1996).

Solmon (1996) has stated that the perceived motivational climate is a factor in explaining the goal orientation of the sportsman. According to the two factors theory about the form in which the sportsman defines and perceives success, a sportsman achieves success either by comparing his/her abilities with those of other sportsmen or by comparing his/her actual performance with his past performance. A comparison is made in each of these cases. In the first case the sportsman uses the sportsmen who are his/her equivalent as a criterion of comparison while in the second case his/her own past performance values are used as a criterion of comparison.

Parallel features are apparent between the variables of goal orientation and perceived motivational climate. As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goal orientation related to the ego is in harmony with performance oriented motivational climate (Toros, Koruc 2004).

Self-esteem is a psychological state that arises from the affirmation of the concept of ego that a person attains as a result of adopting himself and having a high opinion about himself, his self confidence and self esteem. Such positive psychological traits as self-esteem, optimism, will to be successful, not giving in the difficulties are observed in individuals with a high level of self-esteem. Individuals with a low level of self-esteem, on the contrary, has a low level of self-esteem, they give away to despair easily and shortly they are more prone to develop negative psychological symptoms (Yorukoglu, 1988). It is possible to speak of the

Effect of participation in sports activities on the concept of self. The concept of the self, which is an indispensable part of all dimensions of human life, is influenced by the physical activities, or shortly activities in general, in which the individual participates in (Asci and colleagues, 1993).

Kassin (1998) has stated that the individuals with a low level of self-esteem have exhibited such traits as waiting for the failure, nervousness, showing a low level of effort and that they may neglect important aspects of life and may blame themselves as valueless and untalented when they are unsuccessful.

Individuals in the world of sports frequently base their self-esteem on the cases of winning and losing in the competitions. Positive self-esteem means that the individual sees himself as a sufficient and valuable person and is happy of this situation. Self-esteem is attained not by defeating others but by living a life that confirms the individual's own standards. The success of an individual (a coach, instructor etc.) is closely related to the self-esteem and self-evaluation of that individual. If the individual has self-confidence he would also help people around him to gain self-confidence. If the individual feels himself valuable, he will feel that other people are also valuable (Martens 1987)

Self-esteem is important from such points of view as the individual's gaining his autonomy, having a life full of satisfaction, carrying out activities directed at a goal, establishing healthy and perpetual relations, having a high level of the ability to adaptation, developing value systems, being successful and the ability to plan the future (Asci 1999, King and colleagues 2000)

In this context, the purpose of this study is to investigate the relation between goal orientation and motivational climate and self-esteem in boxers and the influence of such variables as being a member of the national team and age on those structures.

## **METHOD**

### **Participants:**

Research group has been formed by a total number of 48 male boxers who have participated in Boxing Championship of Universities in 2011 and had an average age of  $21.14 \pm 1.73$  (15 national and 33 non-national players).

### **Instruments:**

The Task and Ego Orientation in Sport Questionnaire, developed by Duda (1989a) and adapted to Turkish sportsmen by Toros (2001) has been used for measuring the goal orientation of sportsmen, while The Perceived Motivational Climate Questionnaire developed by Walling, Duda ve Chi (1993) and adapted to Turkish sportsmen by Toros (2001) as well as "Rosenberg Self-Esteem Scale" developed by Rosenberg (1965) and adapted to Turkish by Çuhadaroğlu (1986) has been used for measuring the perception of motivational climate by the sportsmen. Scale of task and ego orientation in sports is formed of 13 items, seven of which is task oriented and 6 are ego oriented. Those who reply the questions included in the scale scores their participation in each item according to a five step assessment scheme. The structural validity study related to the scale has been carried out with the help of explanatory factor analysis (Duda, 1989a) and two factors, namely task and ego orientation, have been found. In the study on the scale (Duda and Whitehead, 1998), internal consistency of the scale has been determined to be 0.79 and 0.81 for task orientation and ego orientation respectively. Duda

(1992) has found out that the three weekly “test – retest reliability of the scale” was 0.68 for task orientation and 0.75 for ego orientation. In the adaptation study conducted by Toros (2001) it has been found out that the two factors, namely task and ego orientation account for % 58 of the general variance, that the internal consistency is 0.87 and 0.85 for ego orientation and ego orientation respectively and that the three weekly “test – retest reliability” has been 0.65 and 0.72 for task orinetation and ego orientation respectively. The scale for the perceived motivational climate in sports is formed of 21 items, 12 of which are related to perfomance climate and 9 are related to mastery climate. Each of the interviewees who replied the questions included in the scale were asked to assess each item according to a five step assessment scheme. In the original study on the scale, structural validity study has been carried out with the help of both explanatory and affirmative factorial analysis (Walling, Duda and Chi, 1993). In this study it has been determined that there are two factors, namely mastery and performance climate. Walling and colleagues (1993) have found the internal consistency coefficients of the scale as 0.73/0.84(performance climate) and 0.80/0.81(mastery climate). In the adaptation study carried out by Toros (2001) it has been found out that the factors of mastery and performance climate account for 51 % of the general variance of the scale, that the inner consistency of the scale has been 0.84 and 0.90 for mastery climate and performance climate respectively and the three weekly “test-retest reliability has been 0.66 and 0.74 for mastery climate and performance climate respectively. Rosenberg self-esteem scale which is made of 12 sub-scale contains 63 articles. Self-esteem scale, which is formed of 10 items, has been used in this study. The scale is formed of 10 items and graded between 1 to 4. The scores that may be obtained from the scale changes between 10 and 40. High scores that may be obtained from the scale shows the high level of self-esteem that an individual has. “Test-retest method” has been used in adapting the scale to Turkish. During the test-retest study that has been carried out with an interval of 4 weeks, the relation between the two measurements has been found to be  $r = 0.71$ .

#### **Gathering Data:**

Data was gathered from the boxers during the championship.

#### **Data Analyse:**

The data were evaluated in SPSS 17.0 program and descriptive statistical methods and correlation analysis have been made use of for the analysis of the data obtained.

## **RESULTS**

In this part the findings about the descriptive statistics of boxers, the relationships between goal orientation, motivational climate and self-esteem, comparison of the national and non-national boxers

goal orientation, motivational climate and self-esteem, the relationship between age and goal orientation, motivational climate and self-esteem in boxers are given below and shown in tables.

**Table-1.** Descriptive statistics of boxers.

	N	Min.	Max.	X	Sd
Age	48	17,00	26,00	21,1458	1,73805
Self-esteem	48	13,00	40,00	28,7708	6,27809
Ego orientation	48	1,00	5,00	3,2674	1,03127
Task orientation	48	1,00	5,00	3,6905	,97575
Performance climate	48	1,00	5,00	3,2639	,85923
Mastery climate	48	1,00	4,78	3,5671	,99361

As seen on Table-1 the mean age of boxers 21,14, the mean of ego orientation scores 3,26, the mean of task orientation scores 3,36, the mean of performance climate scores 3,26, the mean of mastery climate scores 3,56 and the mean of self-esteem scores is 28,77.

**Table-2.** The relationships between goal orientation, motivational climate and self-esteem.

		Ego orientation	Task orientation	Performance climate	Mastery climate	Self-esteem
Ego orientation	r	1	,789**	,593**	,676**	,357*
	p		,000	,000	,000	,013
	N	48	48	48	48	48
Task orientation	r	,789**	1	,516**	,803**	,502**
	p	,000		,000	,000	,000
	N	48	48	48	48	48
Performance climate	r	,593**	,516**	1	,532**	,299*
	p	,000	,000		,000	,039
	N	48	48	48	48	48
Mastery climate	r	,676**	,803**	,532**	1	,556**
	p	,000	,000	,000		,000
	N	48	48	48	48	48
Self-esteem	r	,357*	,502**	,299*	,556**	1
	p	,013	,000	,039	,000	
	N	48	48	48	48	48

The relationships between goal orientation, motivational climate and self-esteem in boxers was tested by bivariate correlation. As seen on Table-2 there is high, positive and significant relationship between ego orientation and task orientation ( $r=0.789$ ,  $p<0.01$ ), there is medium, positive and significant relationship between ego orientation and performance climate ( $r=0.593$ ,  $p<0.01$ ), there is medium, positive and significant relationship between ego orientation and mastery climate ( $r=0.676$ ,  $p<0.01$ ), there is medium, positive and significant relationship between task orientation and performance climate ( $r=0.516$ ,  $p<0.01$ ), there is high, positive and significant relationship between task orientation and mastery climate ( $r=0.803$ ,  $p<0.01$ ), there is medium, positive and significant relationship between self-esteem and ego orientation ( $r=0.357$ ,  $p<0.05$ ), there is medium, positive and

significant relationship between self-esteem and task orientation ( $r=0.502$ ,  $p<0.01$ ), there is low, positive and significant relationship between self-esteem and performance climate ( $r=0.299$ ,  $p<0.05$ ), there is medium, positive and significant relationship between self-esteem and mastery climate ( $r=0.556$ ,  $p<0.01$ ).

**Table-3.** Comparing self-esteem, goal orientation and motivational climates of national and nonnational boxers.

	National	N	Mean rank	Sum of ranks	U	P
Self-esteem	Yes	15	29,20	438,00	177	,11
	No	33	22,36	738,00		
Ego orientation	Yes	15	28,87	433,00	182	,14
	No	33	22,52	743,00		
Task orientation	Yes	15	26,33	395,00	220	,54
	No	33	23,67	781,00		
Performance climate	Yes	15	27,70	415,50	199	,28
	No	33	23,05	760,50		
Mastery climate	Yes	15	28,80	432,00	183	,15
	No	33	22,55	744,00		

The self-esteem, goal orientation and motivational climates of national and nonnational boxers was compared by Mann Whitney U test. As seen on table-3 national boxers' ego orientation, task orientation, performance climate, mastery climate and self-esteem scores are higher than non-national boxers but these differences are not significant as statistically ( $p>0.05$ ).

**Table-4.** The relationships between boxers' age and goal orientation, motivational climate.

		Ego orientation	Task orientation	Performance climate	Mastery climate	Self-esteem
Age	r	-,113	-,055	-,029	-,132	,223
	p	,444	,709	,847	,370	,127
	N	48	48	48	48	48

The relationships between boxers' age and goal orientation, motivational climate was tested by bivariate correlation. As seen on table-4 there is no significant relationship between boxers' goal orientation, motivational climate and age ( $p>0.05$ ).

## DISCUSSION AND CONCLUSION

In the research the mean of ego orientation scores 3,26, the mean of task orientation scores 3,36, the mean of performance climate scores 3,26, the mean of mastery climate scores 3,56 and the mean of self-esteem scores is 28,77. Basing on the findings given above, it may be said that the boxers are inclined to have a goal orientation characterized by task orientation, that they perceive motivational climate as mastery climate, that they have a middle level of self esteem. In their research on high-school volleyball players, Toros and Koruc (2005) have found out that the sportsmen have a goal orientation characterized by task orientation and perceived motivational climate as a mastery climate.

Again, Ariburun and Asci (2005) have found out in their research on American football players that they are inclined to be task oriented and perceived motivational climate as a mastery climate. Toros (2002) have reached similar results in his research studies on elite and non-elite male basketball players basing on the data given above.

In this research there is high, positive and significant relationship between ego orientation and task orientation, there is medium, positive and significant relationship between ego orientation and performance climate, there is medium, positive and significant relationship between ego orientation and mastery climate, there is medium, positive and significant relationship between task orientation and performance climate, there is high, positive and significant relationship between task orientation and mastery climate, there is medium, positive and significant relationship between self-esteem and ego orientation, there is medium, positive and significant relationship between self-esteem and task orientation, there is low, positive and significant relationship between self-esteem and performance climate, there is medium, positive and significant relationship between self-esteem and mastery climate. It may be said that the boxers who concentrate on their superior abilities and target success with less effort focuses at the same time on developing their skills and showing mastery in the performance of their task and working hard and it may be consequently said that the boxers may show that orientation in a performance climate that supports becoming a star and in a mastery climate that supports development of skills. Besides it may be said that orientation towards developing one's skills and showing one's mastery in the performance of his/her task shall appear in the performance climate that covers becoming a star and mastery climate that covers the development of skills. It may be concluded that the boxers who adopt themselves, have a high opinion about themselves and are self confident and have self-esteem have concentrated on developing their superior abilities and skills and are inclined to participate in physical training environments which support becoming a star and in which they can develop their skills. In their research on badminton players, Gencer and Ilhan (2009) have found out a positive and meaningful relation between ego orientation and task orientation, performance climate, mastery climate as well as a positive and meaningful relation between task orientation and mastery climate. In his research on badminton players, Gencer (2010) has found out that there exists a meaningful relation between self-esteem and mastery climate and ego orientation in badminton players. Rogers and Ommundsen (1996) have established that the task oriented volleyball players have perceived the motivational climate of sports environment rather on the basis of the mastery climate. According to a study conducted by Ames (1992), the students who perceive their motivational climates as goal orientation for mastery prefer challenging goals that are more prone to require working hard and believe in the significance of success and working hard. In their research on volleyball players, Toros and Koruç (2004) have found out a meaningful relation between task orientation /ego orientation and mastery climate. In his research on professional and amateur football players Ungur (2009) have found out that there exists a meaningful relation between ego orientation &

performance climate and task orientation&mastery climate both in amateur and professional football players.

In the study national boxers' ego orientation, task orientation, performance climate, mastery climate and self-esteem scores are higher than non-national boxers but these differences are not significant as statistically. Basing on the data given above, it may be said that boxers in the national team are, in comparison to those who are not in the national team, individuals who have a higher level of self confidence and desire to be successful and are more inclined to become a star, develop their skills and work hard. In their research on batminton players, Gencer and Ilhan (2009) have found out that national batminton players have a higher self esteem in comparison to the non-national batminton players. Treasure, Carpenter ve Power (2000) have found out that the task and ego orientation of professional rugby players are higher than amateur rugby players. In his research on the elite and non-elite male basketball players, Toros (2002) has found out that ego orientation and performance scores obtained by elite basketball players are higher than those of non-elite basketball players.

In the study there is no significant relationship between boxers' goal orientation, motivational climate and age. In her research on amateur and professional football players, Ungur (2009) could not find a meaningful relation between age and goal orientations and motivational climate. On the basis of this finding it may be said that there exists no meaningful relation between age and goal orientation / motivational climate.

As a conclusion, it may be said that the boxers are inclined to be task oriented, that they perceive the motivational climate on the basis of the mastery climate, that they have a middle level of self-esteem and that there is a meaningful relation between their goal orientation, motivational climate and self-esteem.

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TOJRAS

## PRECISION-THROWING SPORTS WITH A MEANINGFUL CROSS-CULTURAL AND CROSS-COUNTRY POTENTIAL: INTERNATIONAL JUKSKEI AND HORSESHOE PITCHING

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### THE GLOBAL IMPACT OF SPORT

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else can. Sport can awaken hope where there was previously only despair.”  
(Nelson Mandela, Laureus World Sports Awards Ceremony: 2000)

It is generally accepted that sport has a great impact on people and society. Watching sport events inspires people with excitement. Participating in sport can give people tremendous joy, but it can also (almost) ruin their lives. Sport plays an increasingly important role in peace building, health promotion, education, social inclusion, promotion of living conditions, etc. It is indeed possible to foster a better society through the power and impact of sport.

Jukskei as sport originated in Southern Africa, in the rather ‘narrow’ domain and perhaps naïve culture of White South Africans. However, over the past decade, the sport of Jukskei has been transported to other cultures in Southern Africa and hence also to the global arena – to the international domains of several countries, each with their own cultures and sub-cultures. Jukskei’s positive dividends as sport were instrumental in its transfer to other countries and especially to other cultures. Its impact is already regarded as **meaningful** in terms of nation-building in Southern Africa. It might become a global Sports for All phenomenon in years to come.

### PURPOSE OF THE PAPER

The **purpose** of this paper is firstly to introduce the indigenous South African precision-throwing sport of **Jukskei**, as well as the North American sport of **Horseshoe Pitching**. Thereafter, via a short reflection on true events over the past few years, it will be demonstrated how Jukskei has locally and internationally (via its international liaison with the National Horseshoe Pitching Association of the USA) made (and is still making) a meaningful cross-cultural and cross-country impact.

## **SOUTH AFRICA: ORIGIN OF JUKSKEI?**

*Jukskei South Africa* is generally regarded as the “mother country” of the sport of Jukskei in the World as we know it today. The first official Jukskei match was played on the 4<sup>th</sup> of November 1939 in the town of Paarl in the Western Cape, between two teams, from the Cape Winemakers Association and Small-Drakenstein respectively. The former team was triumphant and because of the widespread and spirited enthusiasm generated by this match, the first jukskei union of South Africa, namely *Free State Union* was established just five days later on the 9<sup>th</sup> of November 1939 in Bloemfontein. Less than a year later, on the 25<sup>th</sup> of October 1940, the *South African Jukskei Board* formally came into existence, in the Bloemfontein Coffee House. The sport of Jukskei thus rightfully seems to be indigenous to South Africa.

However, this doesn't necessarily mean that there weren't perhaps a number of predecessor sports, from which Jukskei might have originated. According to research done by the well-known South African radio sports commentator, Johann Rossouw (1986: for many years a soothing voice on Afrikaans radio stations and also a familiar face on Jukskei fields of South Africa – although he was more dedicated to the sport of Football over the past fifteen years), some of the principles of the game of Jukskei were conveyed to South Africans by their British and European ancestors, especially via four specific sports, namely Boules (or Petanqué or Bocce), Horseshoe Pitching, Quoits and Pachschieten.

## **JUKSKEI IN NAMIBIA**

Since 1938, Jukskei is played informally throughout many towns, villages and farms in South West Africa (SWA, now Namibia). On the 25<sup>th</sup> of October 1940 (the very day that the South African Jukskei Board was established in Bloemfontein), an article appeared in the *Suidwes Afrikaner*, the only Afrikaans newspaper in the then SWA, informing readers that an interim Jukskei management committee has been established in Windhoek (the capital). The sole purpose of the latter committee (compare Taljaard, 1992: p. 300) was to organise a Jukskei championship in December of that year, which would possibly lead to the founding meeting of South West Africa Jukskei Union.

During the first nearly 50 years of its existence (from 1941 until 1989), South West Africa Jukskei Union, because it was regarded as a South African province, participated on even footing with other South African unions, in both the South African senior and junior championships. South West African teams have always been a force to reckon with and they did remarkably well, especially in the women and men's veterans' divisions.

Coen Brand, President of the South West African Jukskei Union for many years, Executive member (and later Vice-President and President) of the South African Jukskei Board between 1965 and 1987; as well as President of the International Jukskei Association in the 1970s and 1980s, could

be regarded as the initial driving force behind the success and impact of South West Africa Jukskei Union. He strongly strived to establish and promote Jukskei as organised sport for the whole family – not just in Namibia, but throughout the world.

After their independence in 1989, Namibian Jukskei teams were prevented from participation against their South African counterparts. All of this changed after the democratic elections of South Africa in 1994. Via a five year development plan initiated by the Swakopmund Jukskei Club (Hendrik and Toy Venter and their associates) of Namibia between 1995 and 2000, South African national teams started to conduct regular coaching clinics in Namibia. These coaching sessions were accompanied by international matches between the two countries. From 2001, the Namibian Jukskei Board, now under the Presidency of Christie Horn, gave formal status to these events and also broadened the participation base of players.

### **JUKSKEI IN THE UNITED STATES OF AMERICA**

In April 1972, on invitation of “*Mr. Jukskei*”, Senator MP Prinsloo, Bob Pence (at that stage Secretary of the National Horseshoe Pitching Association of the USA) and his wife, Lois; accompanied by Ottie, Jeanette and Jennifer Reno, paid a visit to Jukskei Park in Kroonstad, South Africa, to demonstrate the sport of Horseshoe Pitching to the South Africans. Later that same year, Senator MP Prinsloo, visited Greenville, Ohio in the USA, to, in return, demonstrate the sport of Jukskei to the North Americans. The flames of enthusiasm, related to both sports, started to burn and it spread like wildfire.

Peter Shepard, a regional director of the NHPA, from Worcester in Massachusetts, then paid a visit to the 1973 South African Senior Championship at Kroonstad. He wrote the following in the 1974 annual brochure of the South African Jukskei Board (p. 69-71): “*Horseshoes and Jukskei are a common sport and this is the best way I know to exchange people and make friends from one country to another. When I saw the South African flag waving proudly alongside the flag of our wonderful United States, I was deeply moved and it is a feeling one experiences only rarely. All I could think was that we are miles apart in distance, but yet, since we share this common interest we are very close.*” It was clear that a sporting relationship was beginning to develop between Jukskei and Horseshoe Pitching. This relationship strengthened over the next fifteen years.

It just had to happen and on the 4<sup>th</sup> of September 1975, the **Jukskei Association of the United States of America** was established in Columbus, Ohio, with Peter Shepard its first and Ottie Reno its second President. Jerry Ison of Ohio designed the USAJA’s official emblem, incorporating a hint of the world-renowned stars and stripes forever theme. A period of rapid growth of Jukskei in the USA followed, with 1979 a highlight year. A visiting USA team played a match against the provincial Transvaal team in Standerton in April, while the USA National Jukskei Championship took place in

Alabama, which for the very first time also featured a regional USA championship (Alabama representing the Southern, Virginia the Eastern, Nevada the Western and Ohio the Northern region respectively), Ohio being the first regional champions.

The next decade revolved around touring teams from South Africa and the USA visiting each other during alternate years. In 1986, the USA team undertook a three week tour of South Africa, playing nearly 40 matches in total against many of the South African Union teams. This was the last USA team to tour South Africa, for some time to come.

Regular contact between *Jukskei South Africa* and the *USA Jukskei Association*, as well as the *USA National Horseshoe Pitching Association*, practically ceased since the 1990s. However, the birth of the “new” democratic South Africa in 1994 and the continuous efforts of the *International Jukskei Federation* since 2008 seemed to have finally paid off. The NHPA of the USA invited an international Jukskei delegation to participate in their World Tournament in Cedar Rapids, Iowa in July 2010. This was followed by a visit of a USA Horseshoe Pitching delegation to Namibia and South Africa in March/April 2011, during which the USA Jukskei Association affiliated to the International Jukskei Federation, after a 20 year period of ‘dormancy’.

#### **THE AMERICAN SPORT OF HORSESHOE PITCHING**

The early British and European Settlers, who immigrated to the Americas during the 16<sup>th</sup> and 17<sup>th</sup> centuries, were regarded as the conveyers of both *Quoits* and later *Horseshoe Pitching*. Quoits as game was initially hugely popular, but the quoit as object was gradually being replaced by a horseshoe, firstly because the latter were more readily available in the USA and secondly because it’s just much easier to cast an “open” horseshoe around a stake, than it is to cast a “closed” quoit over it (compare Taljaard, 1992: Section 1.3).

Horseshoe Pitching became an organised sport in the USA in 1899. Diversified application of the rules of the sport over the next decade and a half, lead to the establishment of the *Grand League* of the American Horseshoe Pitchers’ Association in May 1914, in Kansas City. According to the USA Quoits Association website, an unknown rookie horseshoe pitcher (not affiliated with the Grand League) discovered a technique in 1920, which enabled him to throw consistent ringers with standard pitching horseshoes. The rookie entered and won the Horseshoe Pitching World championship, becoming infamous overnight. Soon thousands of people (the majority being Quoits players) swarmed to the game of Horseshoe Pitching. This was a major blow to the game of Quoits in the USA, causing a slow but steady decline, leading to it being referred to as “*a fairly obscure oddity*” by the end of the 20<sup>th</sup> Century.

On the 10<sup>th</sup> of May 1921, the *USA National Horseshoe Pitchers’ Association* (NHPA) was formally established. This happened a full twelve years after the first National Horseshoe “World”



Championship took place in 1909 in Bronson, Kansas. The NHPA's World Tournament has always been and today still is a red letter event in any Horseshoe Pitcher's diary.

In July 2011, history was made when four South African Jukskei players enrolled for the NHPA's World Tournament in Monroe, Louisiana, with two of them being crowned as Horseshoe Pitching 'world champions'. This strongly cemented the envisaged continued future linkages between the two 'sister' sports.

### **THE INTERNATIONAL JUKSKEI FEDERATION**

On Tuesday the 17<sup>th</sup> of April 1979, international Jukskei history is made, with the establishment of the *International Jukskei Association* (IJA). The IJA unfortunately functioned (especially during the first 15 years of its existence) in a time sphere where sport boycotts against South Africa, because of its Apartheid political system, were generally implemented. This meant that the IJA couldn't really give concrete meaning to its mission of promoting and overseeing the sport of Jukskei across all national and continental borders.

With the dawn of the "new" South Africa after 1994, and especially after the turn of the Century, the IJA 'escaped' from its dormancy hide-out and started to become, what it should be: a more prominent international sporting body. The hosting of the so-called World Jukskei Tournament in Swakopmund, Namibia in 2002 was one of its first noteworthy initiatives of the new era.

In May 2008, the new Executive Committee of the IJA made contact with Dr. Jan Fransoo, the President of the *Association of International Sport Federations* (ARISF). Dr. Fransoo recommended that the IJA should become a **Federation** (an international body, consisting of national or regional sport associations and boards) and that the IJA should strive to affiliate with the international body, the *Confédération de Mondiale des Sports de Boules* (CMSB), which oversees all so-called precision throwing sports. The IJA did change its name to the **International Jukskei Federation** (IJF) in 2009. In November 2010, the IJF was invited to 'state its case' as an international precision sport to the International Olympic Committee (IOC) in Lausanne, Switzerland. After a very successful engagement, the IJF was formally acknowledged as precision-throwing sport and hence recommended to try and affiliate with TAFISA (The Association for International Sport for All). The latter affiliation will give the sport of Jukskei (and also Horseshoe Pitching) significant international exposure and promotion opportunity.

### **ENGAGEMENT WITH OTHER SPORTS AND COUNTRIES**

The sports of Jukskei and Horseshoe Pitching have been involved in meaningful engagements since the early 1970s, but much more so during the last two to three years. Similarly, Jukskei has also been interacting with the sports of **Bocce** (a visit to Chicago in the USA took place in August 2010) and **Curling** (an Olympic Winter sport, which paid a visit to Durban, South Africa in July 2011).

Jukskei as sport is alive and thriving and many requests for the stronger international promotion of the sport were received from countries like New Zealand, Ireland, England, Australia, France, Brazil and a number of African countries. The same could be said about Horseshoe Pitching. However, the purpose of this paper isn't just the promotion of Jukskei or Horseshoe Pitching, but much more so: the cross-cultural and cross-country impact that Jukskei and Horseshoe Pitching, as precision-throwing sports, might have had already.

### **JUKSKEI'S AND HORSESHOE PITCHING'S CROSS-CULTURAL AND CROSS-CONTINENTAL POTENTIAL**

Bodley (1994) argues that culture is shared, learned and symbolic. Being shared means that culture is a social phenomenon that is learned and involves arbitrarily assigned, symbolic meanings (for example, that a rose, in some societies, implies romance). Furthermore, Harvey & Stensaker (2008) argues that culture is transmitted across generations, is adaptive, and integrated. This means, for some, that culture is not dependent on the individual but precedes and survives any individual: a super-organic view of culture. This sometimes manifests itself as seeing culture as an abstract rather than, as Bodley prefers, an 'objective reality'. Bodley (1994) insists that culture includes its human carriers and argues that many '*humanistic anthropologists would agree that culture is an observable phenomenon, and a people's unique possession*'.

Jukskei and Horseshoe Pitching are precision throwing sports, played by all people, young and old, irrespective of gender and also allows for persons with disabilities. Furthermore, both sports provide an opportunity for participation by the whole family – thereby creating a unique situation where children, parents and even grandparents can participate on the same court. This uniqueness of Jukskei and Horseshoe Pitching promotes healthy family values and involves entire communities. Both Horseshoe Pitching and Jukskei, as sports, enhance an individual's hand-eye co-ordination, balance, team integration and dynamics, leadership and even their strategising abilities. Jukskei and Horseshoe Pitching thus provide lifelong opportunities for character shaping and building, but even more so for cultural integration and cross-country (and cross-continental) 'fertilisation'. The presentation will elaborate on and try to demonstrate the latter.

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Website of the United States Quoit Association: [www.quoits.info/](http://www.quoits.info/)

TOJRAS

## REPRESENTATION OF SPORTS AND RECREATIONAL ACTIVITIES IN PRIMARY SCHOOL ENGLISH LANGUAGE COURSEBOOKS

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**Abstract:** Studying coursebooks and instructional materials in terms of their cultural, social and value-based qualities has been a significant aspect of research in language education since what is inherent in coursebooks directly affects users' perspective. In this research study, contents of English language coursebooks used in Turkish senior primary schools are studied by focusing on how sports and recreational activities are portrayed in relation to some variables such as identities of the persons doing sports, which sports are particularly shown, and the social values associated with them. A total number of 3 coursebooks are studied and the findings revealed the problems associated with the representation of sports in these coursebooks.

**Keywords:** Wellbeing, sports, recreational activities, English, coursebook

### Introduction

Research has shown that sports have always been a popular topic in English language coursebooks (Kırmızı, 2007; Öztürk, 2007; Arıkan, 2008). It can easily be claimed that sports and recreational activities are and can be of students' interest. Selecting interesting topics for classroom use such as sports and recreational activities is important because as Harmer (2001) articulates, topic selection is important in catering students' interests.

Wellbeing has been defined in many scientific fields which can be summarized through such keywords as self-acceptance, sense of purpose, fulfilment in life, sense of continued growth, feeling of interpersonal connectedness, happiness, spiritual wellness, sense of coherence, and quality of life (de Chavez, Backett-Milburn, Parry, & Platt, 2005) all of which refer to positive qualities that should be achieved or attained by individuals in society. Sports, or at least doing sports is most often associated with the particular aforementioned keywords since it can be inferred that doing sports can lead individuals to realizing or attaining all of the keywords mentioned above.

Visualisation is fundamental in human learning because concrete sensory stimuli (e.g. visual materials) which can be verbalized will be verbalized and concrete words which can be imaged may be imaged (Croft & Burton, 1994). Kramsch (2000) argues that language in use both reflects and

creates social structures and political ideologies. Hence, it can be argued that visual materials and texts in course books can alter students' opinions and beliefs (Arikan, 2005). Stubbs (1982: p. 138) claims English teachers are 'responsible not only for the linguistic development of their pupils, but also for their psychological, moral and interpersonal development- and to expect them also to provide a world view and philosophy of life.'

As Arikan (2009) argues, in today's classrooms, coursebooks remain as the major instructional instrument and resource both for teachers and students. In fact, even a short visit or observation in any Turkish classroom will easily show that majority of instructional time depends on the use of the coursebook. In relation to the brief review of the literature cited above, the aim of this study is to learn how sports and recreational activities were represented in English language coursebooks. It was hypothesized that by focusing on how sports and recreational activities were represented in coursebooks, values about sports can be spotted and conclusions can be drawn upon which we can provide suggestions about how education works in shaping beliefs about sports and recreational activities.

## Method

Visual materials and accompanying texts about sports in English language coursebooks were studied thematically while focusing on sports are represented as cultural and social images. A total amount of 3 course books, each from the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades are studied. First, all visual materials related to sports and recreational activities were represented in frequency tables and texts about them are studied qualitatively. In the thematic analysis, the focus was on which sports were left out and which ones were highly used. This over all pictures is discussed between the researchers from a pedagogical perspective.

## Findings

Table 1 reveals that 6<sup>th</sup> grade English coursebook includes 14 different sport branches. Basketball (26.48%) is the leading sport in representation. Swimming (20.59%) and tennis (14.71%) are at the second and third rank respectively. Although it is one of the most popular sports not only Turkey but also in Europe, football (13.23%) is ranked fourth in the Table 1. Windsurfing (5.88%), athletics (4.41%) are the fifth and sixth in the list respectively. Cycling (2.94%) and horse riding (2.94%) shares the seventh rank as both of them have the same percentage. Golf (1.47%), skating (1.47%), badminton (1.47%), volleyball (1.47%), formula 1 (1.47%), and sailing (1.47%) are the least represented sport branches in the 6<sup>th</sup> grade English coursebook with the same percentage.

**Table 1:** 6<sup>th</sup> grade English coursebook (in percentages)

Sport Branches	<i>n</i>	%
Basketball	18	26.48
Swimming	14	20.59
Tennis	10	14.71
Football	9	13.23
Windsurfing	4	5.88
Athletics	3	4.41
Cycling	2	2.94
Horse riding	2	2.94
Skating	1	1.47
Badminton	1	1.47
Volleyball	1	1.47
Formula 1	1	1.47
Golf	1	1.47
Sailing	1	1.47
Total	68	100

As can be seen in Table 2, 7<sup>th</sup> grade English coursebook includes 12 sport branches, which is less than the sport branches included in the 6<sup>th</sup> grade English coursebook. Unlike in the 6<sup>th</sup> grade English coursebook, football (32.14%) is the leading sport in representation in the 7<sup>th</sup> grade English coursebook. Climbing (10.71%), swimming (10.71%) and cycling (10.71%) have the same percentage and share the second rank. It is surprising that climbing, which is represented in neither the 6<sup>th</sup> grade nor in the 8<sup>th</sup> grade English coursebook, is at the second rank in the list though it is not one of the most popular sports in Turkey. Basketball (26.48%), which is the leading sport in the Table 1 and tennis (14.71%), which is at the third rank in the Table 1 are respectively at the third and fourth rank in Table 2. Ice-skating (3.57%), volleyball (3.57%), judo (3.57%), athletics (3.57%), weightlifting (3.57%), and boxing (3.57%) are the least represented sport branches in the 7<sup>th</sup> grade English coursebook. Climbing, ice-skating, judo, weightlifting and boxing are the sport branches that are not represented in the other two coursebooks.

**Table 2:** 7<sup>th</sup> grade English coursebook (in percentages)

Sport Branches	<i>n</i>	%
Football	9	32.14
Climbing	3	10.71
Swimming	3	10.71
Cycling	3	10.71
Basketball	2	7.14
Tennis	2	7.14
Boxing	1	3.57
Ice-skating	1	3.57
Volleyball	1	3.57
Weightlifting	1	3.57
Judo	1	3.57
Athletics	1	3.57
Total	28	100

It can be seen in Table 3 that the 8<sup>th</sup> grade English coursebook includes only 5 different sport branches. Swimming (29.43%) and basketball (29.43%) having the same percentage are the leading sport branches in representation. Football (17.64%) is the third, Athletics (11.78%), karate (11.78%) are the least represented sport branches in the coursebook, and have the same percentage as well. Unlike 6<sup>th</sup> and 7<sup>th</sup> grades English coursebooks, the 8<sup>th</sup> grade English coursebook includes karate as a different sport branches. It can be inferred from both the number of sport branches and their percentages in the Table 3 that sport branches are neglected in the 8<sup>th</sup> grade English coursebook compared with the 6<sup>th</sup> and 7<sup>th</sup> grade English coursebooks.

**Table3:** 8<sup>th</sup> grade English coursebook (in percentages)

Sport Branches	<i>n</i>	%
Swimming	5	29.43
Basketball	5	29.43
Football	3	17.64
Athletics	2	11.78
Karate	2	11.78
Total	17	100

## Discussion

In general, reading texts and sample sentences representing sports are not accompanied with visual materials except for a few cases. In some cases, visual materials about sports are used to accompany the texts with an attempt to represent the image of the action described in the teaching of some certain verbs or grammar structures. Hence, contextualizing the grammar forms used through visual materials is rather weak and selective in the coursebooks studied.

**Table4:** Overall Findings (in percentages)

Sport Branches	<i>n</i>	%
Basketball	25	22.12
Swimming	22	19.46
Football	21	18.58
Tennis	12	10.61
Athletics	6	5.3
Total	113	76.07/100

Table 4 exclusively includes the sports portrayed in all of the three coursebooks. As can be seen in Table 4, basketball (22.12%), swimming (19.46%), football (18.58%), tennis (10.61%) and athletics (5.3%) are the leading sports as represented in all of the coursebooks studied. The total percentages of the five sport branches are more than three of fourths of the total sport branches represented in all of the three coursebooks studied. Sports such as wrestling, which is known to be a national sport in Turkey does not exist in English language coursebooks produced by Turkish writers. Exclusion of



national and well known topics or activities in primary school coursebooks seems to be a problem especially when the importance of students' current knowledge of the world around them is considered because at this age, students are known to go from concrete to abstract and from known to unknown. Although Turkish students are more likely to know wrestling more than they do about badminton, weightlifting or climbing at this age, coursebooks should include such sports like wrestling especially at early stages.

It is expected that the number of sport branches in the English coursebooks increase according to the grades of the coursebooks. In other words, the 6<sup>th</sup> grade students are expected to have less sport branches in their schema than the 7<sup>th</sup> grade students. However, there is an inverse proportion in the coursebooks. The 6<sup>th</sup> grade English coursebook includes more sport branches than the 7<sup>th</sup> grade coursebook whereas the 7<sup>th</sup> grade English coursebook includes more sport branches than the 8<sup>th</sup> grade English coursebook.

In all of the three coursebooks studied there are imbalances in representation of the sports branches. Basketball (26.48%) and swimming (20.59%) have the highest percentage in the 6<sup>th</sup> grade coursebook. However, there is sharp decrease in the representation of the other sport branches in that coursebook. The same imbalance occurs in the 7<sup>th</sup> grade coursebooks as well. Football is the leading sport with 32.14% whereas the percentage of climbing, swimming and cycling (10.71% for each) is less than half of it. The sharp decrease is seen in the representation of the other sports in the 7<sup>th</sup> grade coursebook. The 8<sup>th</sup> grade coursebook has the same imbalance seen in the first two coursebooks. Basketball and swimming (29.43% for each), which are the leading sports in the 8<sup>th</sup> grade coursebook, are approximately as twice as football (17.64%), which is at the third rank, whereas they are almost as three times as athletics and karate (11.78%) in terms of representation in Table 3.

Recreation and sport play a vital role in our wellbeing and bring people together to create stronger communities (Zorba, 2011). However, in all of the three coursebooks studied, sport branches and recreational activities do not have any references to health and wellbeing except for a very few cases although it is known that sport has a positive influence on health and wellbeing. Although Zorba (2011) briefly defines recreation activities as those non-competitive physical activities with leisure purposes, sport and recreational activities are not differentiated in the coursebooks studied. However interestingly, the texts or visual materials studied do not include major sports activities such as the Olympics, which is undoubtedly the most popular sport organization in the world. This is a surprising and also thought-provoking situation when considered that Turkey is one of the candidate countries to the 2020 Olympics.

### **Suggestions**

In today's classrooms, coursebooks remain as the major instructional instrument and resource and effectiveness and quality of coursebooks must be studied in their actual classroom use (Arikan, 2009). Hence, future studies must focus on how students perceive the texts and visual materials published in coursebooks. We argue that sports and recreational activities should be a vivid part of coursebooks because through coursebooks students are informed about the world around them. Hence, it is our belief that especially primary school students should be acknowledged about the importance of sports and recreational activities so that they realize the importance of them as well.

It is seen that texts and visuals do not inform students about the value of sports and recreational activities as vehicles for wellbeing. Coursebooks should emphasize the value of sports in society's wellbeing. National and regional sports should be included in coursebooks and those sports which are not meaningful to students' world should not be used unless they are given in concrete and meaningful contexts.

People who do sports are generally healthier, more active, and conscious therefore it is safe to say that the widespread of sports increase public health, thus increasing the number of healthy people in society (Zorba, 2005). Hence recreational activities and sport represented in the English coursebooks should be supported with sport for health messages and they should include visual materials and texts which can be useful for understanding and placing the importance sport culture to the primary schools. Moreover, the texts and visual materials related to recreational activities and sport should be used to encourage students to attend in such activities. Although these coursebooks are prepared by the Ministry of Education, it surprising that representation of sport and recreational activities is rather weak and stereotype.

Visual materials should be in close and meaningful relationship with the related texts. Visuals should not be seen as objects of decoration because through these visual materials students concretize the abstract vocabulary and meaning. Even though visual materials and texts may be simple in design and contain few elements, relationships amongst recreation and sport can evoke interest for the students. Thus recreational activities and sport in such coursebooks should be designed to convey messages about sport for wellbeing, and to encourage life-long sport and sport culture rather than stereotype use of sport branches.

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## EFFECTS OF RECREATION SERVICES OFFERED BY LOCAL GOVERNMENT ON QUALITY OF LIFE: A FACTOR ANALYSIS APPLICATION

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**Abstract:** It is known that majority of world's population have been living in cities. It is known that leisure time and recreation activities occupy a substantial place in elimination of many problems, even prevention of their formation, encountered in urban life. In this direction, the local authorities have been empowered within framework of the laws to offer the services related to recreation services of people. Therefore, there are important responsibilities of municipalities related to recreation services.

In this study, the impact of recreation activities over living quality – oriented opinions of those who utilize the life quality – oriented recreation activities offered by Ankara Metropolitan Municipality at the Family Life Center and Ladies Club has been investigated and it has been tried to set down the recreative factors that directly or indirectly influence the living quality of the participants.

Among the sensations, the participants have felt when performing such activities “psychological relaxation factor and psychological satisfaction factor”; as for the benefits of the recreational activities “personal and social development factor, increment factor in social awareness, psychological development factor plus happiness and success” become prominent. As to the impact of recreational activities over living quality, “life quality improvement factor” ranks first.

**Keywords:** Recreation, Life Quality, Factor Analysis

### INTRODUCTION

In Turkey, 75.5% of the population lives in cities ([www.tuik.gov.tr](http://www.tuik.gov.tr)). And it should be known that the urban living conditions have been increasingly becoming heavier, exerting pressure on the urban people and adversely affecting their life qualities.

Although life quality concept frequently contained in the literature extensively during recent years, “the meaning it comprises may exhibit a very distinctive range from situation of income up to ability of reaching health service” (Telatar, 2007,4). For example; World Health Organization defining the health as; not only the absence of disease and disability but also a full physical, social and mental health; as to life quality “as the perception of person's own situation within its culture and system of values” ([www.who.int/en](http://www.who.int/en)). The researches carried out have revealed that also the subjective perceptions of persons become effective on the life quality as well as the material facilities they have. In a research carried out worldwide, the percentage of the persons who have placed economic issues in the first row in Latin American countries is rather high in comparison to European states. However, the life satisfaction percentages of these countries have been found to be as high as European countries' (Narrated by: Kaya, 2006,6,13).

Recreation defined to be “the activities which enables the person to be spiritually and physically restructured and refreshed and may be voluntarily chosen” by the person (West & Bucher, 1995, 14); it is important for it supports education, economic and cultural development, promotes working efficiency; an essential area preservation and repair of physical, spiritual and mental health and development of new generation from all perspectives and also for the harmful behaviors from perspective of individual and society not to establish during leisure times owned (Arslan, 1996, 1). To these requirements, promoting the life quality of peoples today living in depression has been added.

Among the elements adversely or affirmatively affecting the life quality, the returns of urbanization and static lifestyle occupy an important place. Rapid urbanization brings along “failure to urbanize”, alienation against work and society and isolation; motionless, static and anti-social lifestyle; as a whole, it causes a lot of problems to be experienced from the physical and spiritual standpoints as well; moreover, when the unemployment, abundance of poor and deprived groups and economic inefficiencies in the developing countries like Turkey, the requirement felt against recreation activities is being felt much more. Increase in pressure elements and severity of economical conditions and business life doubtlessly adversely affect the life quality of humans as well. These challenges are more precise in cities where population is dense (Arslan, 2010, 9).

It is being considered that the relevant article was addressed to recreation facilities and participation status hereof as one of the most important indicators that affect the life quality; that there is an interaction between recreation and life quality (Baker and Palmer, 2006, 396; Iwasaki, 2007, 234; Öztürk, 2006, 49, 57; Kaya, 2006, 3).

For a long time, exceeding recent 100 years in USA, also the pretension of Municipalities that they would create leisure time and recreation service – purpose local parks or recreation sections has been mostly being based on positive contribution of recreation to the life quality. Many researchers stand up for that the recreation services and their programs are the necessary service that could upgrade life quality of the society (Baker and Palmer, 2006, 396).

In this sense of responsibility, it has been observed that many municipalities have been offering recreation service to the people. Also one of the local managements offering the recreation service in a widespread manner is Ankara Metropolitan Municipality. The purpose of the study is to determine the recreational factors taking role in life quality of individuals who have been making use of the recreation services of Ankara Metropolitan Municipality.

## **METHOD**

The cosmos of this research is composed of 32,261 adults who have participated in the activities from Lady Clubs and Family Life Centers belonging to Ankara Metropolitan

Municipality in year 2010 ([www.ankara.bel.tr](http://www.ankara.bel.tr)). With 5% tolerance, 384 participants have been deemed adequate for the aspect of representation of cosmos (Özdamar, 2003,118).

In acquisition of data, quinary Likert scale has been employed. The Crombach alpha value has been computed to be (.965). Factor analysis has been applied to the data obtained and Varimax and Quartimax factor rotation has been applied to ensure conceptual integrity.

## FINDINGS

**Table 1. Factor Analysis Related to Sensations Felt When Performing Activities**

	Variance %	Cumulative %		Factor Load Value	
				1	2
Psychological relaxation factor	60,420	60,420	Feeling herself / himself happier	0.815	
			Distancing from daily life concerns	0.809	
			Feeling refreshing	0.804	
			Distancing from stress of life	0.797	
			Sensational relaxation	0.775	
			Boredom adjunction	0.733	
			Repose	0.702	
Psychological Satisfaction factor	7,212	67,632	Experiencing sensation of being admired		0.909
			Living sensation of achievement		0.776
			Experiencing sensation of freedom		0.645
			Forgetting negations in life		0.621
			Feeling herself / himself more confident		0.504
			Entertainment		0.499

In consequence of factor analysis carried out in order to determine what people feel while taking part in the activities, it has been set down that the sensations the persons felt while participating in the activities united on two basic factors. According to the density of the sensations, these sensations are called as; psychological relaxation factor and psychological satisfaction.

“Psychological relaxation” is the most important factor among the sensations felt during activities. Looking at the weights of the items over this factor, “Feeling herself / himself happier, Distancing from daily life concerns, Feeling refreshing, Distancing from stress of life, Sensational relaxation, Boredom adjunction, Repose” have been found to be more important.

“Second substantial factor felt most densely among activities performed is the “psychological satisfaction”. According to this, when looked at the density of the sensations the participants have felt while performing the activities, it is seen that “Experiencing sensation of being admired, Living sensation of achievement, Experiencing sensation of freedom, Forgetting negations in life, Feeling herself / himself more confident, Entertainment” step forward.

**Table 2. Recreation Activity Benefits - Related Factor Analysis**

	Variance %	Cumulative %		Factor Load Value							
				1	2	3	4	5	6	7	
Personal and social development and its factor	55,106	55.106	Discovering different skills	0.753							
			Creative development		0.704						
			Development of social communication skill			0.688					
			Social environment development				0.685				
Increase factor in social awareness	5.729	60.835	Being more sensitive to social problems	0.813							
			Increase in environmental awareness		0.787						
			More expectations from Municipality			0.773					
			Devotion increase to city lived in				0.741				
			Being more disposed in making contribution to social disputes resolution						0.738		
Psychologic progression factor	3.990	64.825	Psychological rehabilitation	0.755							
			Physical health rehabilitation		0.711						
			Perceiving life more optimistically			0.695					
			Abortion of monotonous life				0.685				
			Handling challenges more comfortably					0.641			
			Being at peace with oneself more							0.438	
			Increased self-confidence								0.408
Happiness and achievement sensation factor	3.712	68.537	Being more satisfied from physical appearance	0.814							
			Being happier		0.751						
			Being more successful at school and / or working life			0.725					

As a result of the factor analysis performed, it has been found out the benefits persons think are achieved by the recreation activities to them combined on four basic factors. According to the importance degree of the benefits their participation to the recreation activities, these factors are named as “Personal and social development and its factor, Increase factor in social awareness, Psychological progression factor, Happiness and achievement sensation factor”.

“Personal and social development factor” is the most important factor among the benefits obtained from the activities. Looking at the weights of the items over this factor, upon having participated recreation activities, it is seen that the benefits of “Discovering different skills, Creative

development, Development of social communication skill and Social environment development” have gained weight.

Second substantial factor acquired among activities is the “Increase factor in social awareness”. The participants express that they have acquired more benefits of “being more sensitive versus social issues, increase in environmental awareness, more expectations from municipality, devotion increase to city lived in Being more disposed in making contribution to social disputes resolution” for the sake of having participated activities.

The third important factor in the benefits of our activities is "psychological development" factor. Within the psychological development factor “Psychological rehabilitation, Physical health rehabilitation, Perceiving life more optimistically, Abortion of monotonous life, Handling challenges more comfortably, Being at peace with oneself more, Increased self-confidence” stand out.

The fourth important factor among the benefits obtained from the activities is the “happiness and achievement” factor. According to the importance degree of the benefits ensured by the participation of persons to the recreation activities within these factors, the benefits of “being more content from the physical, becoming happier, being more successful in school and/or work life” benefits which stand out.

**Table 3. Factor Analysis Related to Impact of Recreation Activities Participation On Life Quality**

	% of Variance	Cumulative %		Factor Load Value	
				1	2
Life quality increment factor	55,571	55,571	Participation to activities increased my life quality	0.862	
			More frequent participation to activities shall promote my life quality much more		0.828

As a result of the factor analysis carried out in order to determine the influence of participating the recreation activities to the life quality, it has been observed that the most important factor affecting participation of persons to the recreation activities is “Life quality increment factor”. When look at the weights of the items on this factor, according to importance, it is sighted that the opinion of “participation to activities increased my life quality and More frequent participation to activities shall promote my life quality much more” gain weight.

## CONCLUSION

The affirmative sensations felt during participation to the recreation activities directly influence the life quality in positive direction. People take part in the activities for distinctive reasons and look forward to this participation. As to the best side of this waiting is that, whenever the humans save time out of their daily obligations for themselves, they return work having been refreshed. To some degree, recreation recreates man (Lieberman, 1998,3). Triggering the positive spiritual state, recreation



activities make positive effects on the health. It helps overcoming isolation and decrease negative effects of stress on health thus, makes contribution to the wellness, of humans, due to this, makes contribution to life quality (Coleman and Iso-Ahola, 1993; Gobster,2005,368; Sivan and Ruskin,2000,1; www.questia.com).

Also Baker and Palmer (2006, 396) emphasize that participation to the recreation activities a great deal of affirmative benefits such as mostly repose, entertainment, self-development and cultural awareness, self-confidence, self-admiration, friendship, sense of belonging, physical fitness and independency. The findings of the research are also in direction that recreation activities provide such benefits. What is more, these benefits are the benefits that could not be easily acquired otherwise and enhance life quality. Here, it reveals once again how participation to the recreation activities is important.

In addition, the outcomes of the study show that the recreation activities have a specific role related to participation of society. "Participation; is that the humans become interactive subjects in their own living areas – related decisions and operations and actions." "Participation; enhances that people think over their living areas – related challenges and make attempt and take over responsibility. And this turns people into being aware of their issues and responsibilities" (Miser, 2000, 8-11). Thanks to the recreation activities people participated, enhance their awareness levels related to their own living spaces, become more sensitive against issues and responsibilities This situation exhibits that participation to the recreation activities is not only important from individual dimension but also social dimension from the perspective of life quality.

Increasing dissatisfaction, stress, challenge, immobility, deprivation from creativity and alienation is known that these today constitute the structure of many societies across the globe. Today, these typical characteristics is likely be softened by means of leisure time behaviors and the leisure time and recreation activities are being perceived to be source to be able to improve life quality (Sivan and Ruskin, 2000,1). To enable more effective utilization of these benefits, Municipalities are should increase the services of this nature and carry out all necessary arrangements to be able to bring the participation of people to the highest level.

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## THE POSITION OF EXERCISE IN TODAY'S LEISURE TIME ACTIVITIES

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**Abstract:** Nowadays, people have started to be less active in daily life and begun to eat frozen or fast food with the development of technology. One spends most of the time with sitting in the offices and convenience of the transportation and disregard of doing exercise cause many health problems. Besides, improvements of the working hours give people chance to have time to do exercises in their free time easily. Under these circumstances we can see that both Turkey and other countries' local government organize recreation activities to lead people doing exercise in their leisure time. Not only local governments but also many big companies supported these projects and they developed new projects which make people to do exercise in their leisure times possible.

**Keywords :** Leisure time, exercise, recreation.

### INTRODUCTION

Leisure time is a time when one is relieved from all the obligations of daily life or disconnects and occupied with an activity which is chosen willingly by them (Aydoğan F., 2000). Is it defined as "from hardships to freedom or leisure time after obligatory social tasks" in literature. Recreation is a free time activity and it includes value time optionally. Generally the definition for children is "playing" and for adults is "recreation".

Today, life standards lead people to move less and less in their daily lives. People who live slow and eat ready-to-serve foods will have the symptoms of obesity as day goes by. Recent researches show that the number of people who attend to sports activities, aimed recreation, are more than the number of people who attend other activities (Uslu Ç.N., 2009). The high rates of attendance of choosing sports activities actively in leisure times result from personal and social features of sports. Doing exercise in leisure times is important to deal with increasing health problems and other social inconveniency.

Sports activities within recreation events are preferred because of accessibility, facility, and fulfilling everybody in all age and gender's needs. It is mentioned that some of the European countries and the USA have given a more place to sports activities and exercise for leisure time activities since 1950s. 1960-1970s were the peak of sports branches. Governments encourage people to do exercise in their free time. Free time activities increased equally with having more free time (Uslu Ç.N. 2009).

During the 19<sup>th</sup> and 20<sup>th</sup> century the concept of “leisure time” developed. After the Industrial Revolution, people who had high standards of living and labor union fought for better working conditions and reducing working hours made developments faster. Thus, people have history lead back to the idea of “post-work regeneration”.

When we take a look at historical development process, we can see that working class had holidays on certain days like Easter and government bank holidays even though they did not have holidays in 1880s. Days of vacation increased by reducing working hours per year from 3000 hours to 2200 hours in recent century (Hacıoğlu N. at all , 2009).

*Basically sport activity creates positive external effect in three aspects. These are individual effect which occurs in person, social effect which is formed due to the interaction of group of people and economic effect which occurs as a result of sports organizations in the region (Nazareth L.,( 2007).*

*The activities help to create social relations depend on which category of sports, who is attending, where it takes place and how wide the event is. Besides, it is generally accepted that sport events heighten the individuals adaptation level and recognition by other people. (Hacıoğlu N. at all , 2009).*

By increasing the leisure time, attendance to sports and self-sport activities also increased. Most of the countries afford their recreation areas and parks’ costs through the contributions. Most of the programs do not have any fee for public usage. However; some programs are charged because of different equipment, special facilities and big organization which they need for the event.

It is obvious that attending sport activities personally or as an audience, which strengthen socializing with other people and improve their view of being a part of the society, will affect people’s harmony in their offices and working performance positively(Hacıoğlu N. at all , 2009).

In our country local governors built recreation centers where the citizens can exercise in their leisure time. Besides, some workout equipment was installed in the parks. Recently, workout and recreation centers which have annual payments were opened in the name of life center by municipals.

Today leisure time activities and exercises within recreation are organized by several private and public enterprises. These enterprises develop strategies for both their worker and society. Some of them are; California municipal worked on “healthy life principal” issue and created a web site for their people to do exercises in their leisure time. This web site has samples of aerobic exercises and workout schedules which takes 2 hours and 30 minutes per week.

Ottawa Municipal in Canada enhanced recreational activities for people of all ages. They made groups for people and divided these groups into separate titles and gave special programs for each title.

Every year some activities are held in England such as “Colchester Bike Week”, “Cobequid Trail Run” and “Step into Spring”. With these activities people’s attention is drawn to the activities which people can do in their free time.

President’s council in the USA works as a government entity and gives information about fitness, sports and nutrition to people of all ages. Council also organizes national and local programs which they can do in their leisure times. And they also tell people benefits of doing exercise in free time.

European Union, gives necessary information about doing exercise properly in leisure times under 3 main topics which include sports and environmental health, nutrition and physical activity, anti-doping, sports injuries, sports injuries research group, physical activities, nutrition, exercise and cancer through environmental health portal (Ramazanoğlu F., at all., 2006).

“*American Medical Society for Sports Medicine*” and “American Heart Association” urge that one should do exercise to live a healthy life. American Heart Association recommends people to do recreational activities when they are at home, at work or when they are playing games. Association which emphasizes importance of exercise suggests bicycle tours, jogging, hiking and climbing(Anonymous, www.acsm.org 01.09.2011).

World Health Organization arranges an event called “Move for Healthy Day” annually on May 10<sup>th</sup>. Especially, the event which is held to develop people’s awareness to importance of doing exercise also informs them about many health issues and to support these issues the organization trains them with stress management, social isolation and healthy diet programs.

Munih municipal in Germany built a recreation area called “Munih Public Pool” for people who can spend their time by doing exercise. In this recreation area people can use this pool with diving, swimming and artificial wave activities in all seasons. Also Munih has picnic areas where people can ride their bicycles conveniently(Anonymous, www.heart.org.2011).

In Stockholm, Sweden multi-dimensional parks and recreation areas for people to use it for daily exercise was built. Once and for all, ski and skate areas named “Skatepark” were added to these places.

With the project of “Active life” to utilize time with sports activities “Physical Activity Guide” was created by Coca-Cola Turkey agency. An English company “Food Kraft” created a project named “Sports Education with Games Project” with Educational Volunteers of Turkey by considering more

than 50% of the population is youth and encouraged 4800 young people to do sports with this project in Ankara, Istanbul, Izmir and Antalya.

Brno immigration office in Czech Republic planned activities which citizens can utilize their leisure time. Office management assigned people to accept citizens' application to attend these activities application and guide them to related branch. Beach volley, ski and tours during the summer are among these activities.

School of Foreign Language, Business German, in Germany, organizes events for members and employees. Squash, tennis, badminton, golf, canoe, climbing, hiking, paragliding and bicycle touring are some of the activities which the school organizes.

Google had fitness center, wave pool, game arcade and bicycle section built for its complex, the "Googleplex". Facebook has game arcades and bicycle tours for its employees for their leisure times. One of the well-known company, Youtube had fitness center, pool and golf course built for its employees to use their free time with exercise(Haynes H. M., (2001).

### **CONSEQUENCES AND ADVICES:**

Consequently, not only it is not the new fact that speaking about the terms health and exercise in your free time, but also measures are making the importance of recreation events and exercises united day by day.

In relation with concept of sport, accumulation of behaviors provide basis of sophisticated social leisure time, thus we can clearly see some important social strategies like unification and renewal in social communities (Rojek C., at all., (2006).

After arranging development of available sports field, they can put into public service, thanks to partnership of the Ministry of Sports and Management of Youth Services of Turkish Republic's projects. In those institutions, people can be hired who graduated from Physical Education and School of Sports or Department of School of Sport.

Sport centers and Family Healthcare Centers can be improved and spread, which was brought into service by municipalities. Also hiring sport trainers in those centers, not only provide qualified education, but also help to develop of the point of views of the community in all ages.

Leisure time educations can be given to different groups and fields by universities. By consulting sports minister and municipals convenient projects can be produced in European norm and guide people to do exercise healthy and correct way by professional instructors.

Government can grab people's attention about leisure time activities through media. In this case municipals can compromise with GSM operators and send people introductive and encouraging advertisements such as news, innovations and navigation to their cell phones just like in Europe and America. Via radio, TV and internet upcoming leisure time activities can be announced.

Recreation lessons can be added to schedule of the year by Ministry of National Education and with help of these lessons youth can learn how to manage their leisure times properly by their physical education teachers.

Ministry of Health can arrange trainings for people to inform them about living a healthy life by doing exercise with examples. By doing inspections on sports facilities which provide services by Ministry of Sports and municipals, public availability sessions, health ministrations and studies on obesity can be accelerated by professionals.

In corporations, paying importance to free leisure activities, different organizations like weekend trips, camping, trekking, bicycle touring can be arranged. Again, with the help of corporation owners, personnel can attend organizations which prepared by the government of universities.

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